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May 1956

To: Foreign Student Advisers
Student Body Presidents
N.S.A. Coordinators

Dear Friends,

This is to introduce the enclosed paper on a student-sponsored foreign scholarship program which has been prepared by Werner Warmbrunn and John Sprague of Stanford University.

It may be of interest to you to know that some of the inspiration for the National Student Association's foreign student leadership program came from the experience of Stanford's Foreign Scholarship Program. Consequently, Mr. Sprague and Mr. Warmbrunn (who is Foreign Student Adviser at Stanford and a member of the Board of Advisers to N.S.A.'s Foreign Student Leadership Project) have agreed to distribute the accompanying document based on the Stanford program to N.S.A. member schools.

Certain sections of the handbook have been written with a view to making the Stanford experience intelligible to N.S.A. schools who may participate in the Foreign Student Leadership Project. The authors are especially anxious, however, to make certain that the handbook is viewed not as a blueprint, but as a guide and compendium of suggestions which may be adaptable to other programs (such as FSLP) and to a variety of other college and university campus situations.

This is the second* in the series of program materials which is being published or distributed by the Foreign Student Leadership Project for use in program development.

James T. Harris, Jr.
Project Director

APPROVED FOR RELEASE
Date 27 Jun 1982

*The first was "Program Notes," published in January, 1956.

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GREEDY'S SCHOLARSHIP PROGRAM

TABLE OF CONTENTS

I. PREFACE	Page 1
II. INTRODUCTION	" 3
History	
The Program and its Purpose	
The Setting: the Campus and the Organization	
of Student Life	
The Physical and Financial Arrangements for	
the Scholars	
The Six Minimum Requirements for the Award	
III. DESCRIPTION OF THE COMMITTEE	" 6
Selection of the Committee	
Characteristics of the Co-Chairmen	
The Selection and Responsibilities of the	
Co-Chairmen	
The Applications Director	
The Executive Secretary	
The Evaluations Directors	
The Coordinator of Speaking Engagements	
The Public Relations Director	
The Coordinator of Tours and Seminars	
IV. THE WORK OF THE COMMITTEE	" 8
The Independence of the Committee	
The Problem of Continuity	
The Four Purposes of the Committee	
Orientation and Integration	
Evening Seminars	
Speaking Engagements	
Evaluation	
V. SELECTION PROCEDURES	" 11
Administration	
Application Forms	
The Processing of Applications	
Final Selection	
VI. THE EXPERIENCE OF THE SCHOLAR	" 13
Applying for the Award	
Pre-Arrival Contact	
Travel Arrangements	
Pre-Registration Orientation on Campus	
The First Adjustment	
The First Quarter Program	
Christmas Vacation	
Winter Quarter	
Spring Quarter	

VII. THE FOREIGN STUDENT LEADERSHIP PROGRAM	Page 18
VIII. CONCLUSION	20
APPENDIX I	25
APPENDIX II	27
BIBLIOGRAPHY	29

I. PREFACE

The travel of students to foreign countries for advanced studies dates back to the beginnings of recorded history in ancient Greece and has been one of the important factors in the growth of civilizations. Until recently, foreign study usually was designed for the achievement of some specific academic or technical goal, or for the acquisition of other kinds of knowledge which could not be secured in the student's home country. Only in the twentieth century has the exchange of persons been considered as a device to further world peace and international understanding.

The groundwork for international exchange sponsored by private organizations was laid in the years between the First and Second World Wars, but the field remained primarily the concern of a few far-sighted individuals and organizations. The numbers of foreign students in America and of American students in Europe was fairly small. With some exceptions, the exchange of sponsored students concerned European countries.

The rise of the totalitarian ideologies in the twenties and thirties, and their responsibility for the start of the Second World War, led people all over the world to conclude, in the words of the preamble to the UNESCO Constitution, that "since wars begin in the minds of men, it is in the minds of men that the defenses of peace must be constructed." To many people, the exchange of persons seemed a means for constructing such defenses. Since lack of understanding between peoples was considered to be one cause of war, travel and study abroad were to remove misunderstanding. Moreover, Americans felt that exposure to American democracy would lead people from nations with authoritarian or totalitarian social and political systems to embrace the democratic way of life and to work for democracy in their own countries.

As a result of these ideas, student exchange, particularly the movement of students to the United States, increased rapidly after the end of the Second World War. In the academic year 1954-55, approximately 34,000 foreign students attended colleges in the United States, about three times the number studying here in the thirties. Many groups joined in the promotion of international exchange. Among these were the Government, with the Fulbright and Smith-Mundt Acts and related legislation, and private organizations such as the Institute of International Education, as well as church groups and student organizations. On many campuses student groups, especially fraternities and sororities, made their contribution by inviting overseas students to spend a year with them at the expense of the living group. The United States National Student Association sponsored visits of foreign student leaders to this country, appointed an International Campus Administrator, and published two pamphlets on international programs for its member groups.¹

In October 1955, the United States National Student Association was given a grant by the Ford Foundation for a three-year Foreign Student Leadership Project designed to give foreign student leaders training in the leadership skills which have been developed in American student government organizations. Up to fifteen foreign student leaders were to be placed for one year in American colleges with strong student governments. The National Student Association also wishes to promote the adoption of new foreign scholarship programs in institutions which do not participate in the Foreign Student Leadership Project.

¹Cf. Bibliography.

Since national organizations and local student groups sponsoring such a program will encounter a number of practical problems, it has seemed pertinent to outline the operation of one such program. A small grant was made by the Ford Foundation in 1955 for that purpose. It is hoped that such a description will provide the local administrators of the Foreign Student Leadership Project and of other foreign scholarship programs with clues for the successful operation of their own projects.

The Stanford Foreign Scholarship Program was selected for this purpose because during its eight years of operation, many problems which new programs will have to face have been worked out to some degree. Moreover, it is a good example of a project based on the cooperation of many groups within one campus, including student government, the living groups, the university administration and the community. It must be emphasized, however, that the Stanford Program is based on conditions particular to the Stanford campus. The Program has its special objectives which differ significantly from those of the United States National Student Association Foreign Student Leadership Project, and may differ from those of programs to be adopted elsewhere. Therefore the Stanford Foreign Scholarship Program is presented here, not as an example to be imitated, but as a point of departure for other student groups in the development of programs based on the spirit and the institutions of their own campuses. Some special objectives and problems of the local administration of the Foreign Student Leadership Project are outlined in the next to last chapter of this paper. In the final chapter, certain generalizations arising from the Stanford experience are presented which may be applicable to other foreign scholarship programs.

The description of the Stanford Foreign Scholarship Program (Chapters II to VI) was prepared by John Sprague, one of the Co-Chairmen of the Stanford Foreign Scholarship Program for the academic year 1954-55. The Preface and the Conclusions were written by Werner Warmbrunn, Foreign Student Adviser at Stanford University. He and his wife Jean were responsible for editing the pamphlet, the substance of which was discussed and agreed upon by the co-authors.

II. INTRODUCTION

History

The Stanford Foreign Scholarship Program was established in 1948, largely at the instigation of the veterans enrolling at the University after World War II, who were very internationally-minded as a result of their war experience. Under this Program, the Associated Students of Stanford University have invited between seven and ten outstanding students from abroad to Stanford each year. Approximately one third of these Foreign Scholars have been women. Since its inception, the Program has brought more than fifty students to the campus, an endeavor representing a cash equivalent of over \$100,000.

The Program and its Purpose

The Program is a cooperative effort of the student government, the independent campus living groups, and the University. Each participating group provides some of the support necessary to make complete scholarships available to the foreign students involved. The awards provide travel expenses within the United States, room and board for one academic year (nine months), complete tuition, and vacation, book, and monthly allowances. In addition to their studies, the Scholars are expected to pursue a varied program of extra-curricular activities designed to broaden their knowledge of the people and customs of this nation.

The purpose of the Program as established by the student legislature is "to further world understanding by promoting the exchange of ideas among college students with consequent stimulation of the Stanford Student Body." The Program is not designed primarily to provide an academic opportunity. In fact study only for a degree is discouraged. Unlike the National Student Association Foreign Student Leadership Project, the Program does not aim primarily to train student leaders. It is directed mainly toward the stimulation of the Stanford student body, in the belief that an intimate exchange of ideas among students of Stanford and those from universities abroad is one good way to further world understanding. Since the Program emphasizes the benefit which American students are expected to derive from the presence of the Foreign Scholars on campus, the most important demands on a Scholar's time, aside from academic responsibilities, come from living groups and other student organizations and activities. Consequently, the problem of exploiting the Scholars must be faced, but the Scholars and the Committee can cooperate in finding a balance between obligations toward the living groups, the Program, and individual academic goals. A careful discussion at the beginning of the Scholar's stay usually clarifies this problem.

The Setting: the Campus and the Organization of Student Life

The undergraduate student body at Stanford numbers about 5,000. There are over 2,000 graduate students, but most of the significant contact between Foreign Scholars and American students involves the undergraduate population. Among the undergraduates, the ratio of men to women is about 2½ to 1, and this ratio is observed in the selection of Scholars. A majority of the undergraduates live on campus in university dormitories or fraternities, while a few off-campus students live in private homes. Only the fraternities, housing approximately 1,000 undergraduates, manage their own finances as living groups. The other dormitories have clubs which carry on social functions and other activities, but room and board are financed by the University. The Men's Eating Clubs are an exception. They finance their own board, but members live

either in a university dormitory or in private residences on or off campus. All these groups — the women's dormitories or cottages, the fraternities, the men's dormitories, and the Eating Clubs — have considerable autonomy in deciding how they will use their funds. Although the fraternities may lead in social life, they usually are not campus leaders in other respects. Student elections illustrate the unimportance of living groups. There seldom is a "row," "club" or "independent" candidate solidly backed by his group. Of the last four student body presidents, one came from a fraternity, one from an Eating Club, and two were independents.

The Physical and Financial Arrangements for the Scholars

The men on the Stanford Program live almost exclusively in the fraternities, which provide by far the greatest part of our room and board support, probably because of their independent financial position, allowing the absorption of a Scholar's expenses into overhead. Since there are no sororities, the women Scholars usually live in undergraduate dormitories, which have voted to pay the living expenses of a Foreign Scholar for one quarter. The Scholar moves to a different living group each quarter of the academic year. This spreads the financial burden out over a number of groups and puts more American students into contact with the Scholar. The expenses involved for the living group include room, board, and sometimes spending money. The University provides half-tuition, the student government provides the other half-tuition, pays for part of the travel expenses (under certain circumstances), supplies spending money when the living groups do not provide it, and pays for administrative expenses of the Program.

The Six Minimum Requirements for the Award

Generally the requirements for the award are aimed at 1) obtaining a personality who will be successful on the campus, 2) giving an opportunity to students who otherwise could not visit the United States, and 3) selecting people who, on their return, will be able to further understanding of the United States in their own nations. In accordance with this last aim, one of the conditions of the grant is an agreement that the Scholar will return home after a stay of one year in the United States.

The six minimum requirements of the Program are as follows:

1. Since a basic purpose of the Program is to secure an individual who can participate readily in campus and community life, the Scholar must have had experience as a leader in student affairs. We hope that after they return to their own countries, the Scholars will become adult leaders in their communities and nations.
2. The Scholar's field of concentration must be the social sciences and related subjects. It is commonly believed that students in these fields usually are more interested in human or international relations than are those in scientific or technical fields.
3. The Scholar must be between eighteen and twenty-five years old. Preference is given to applicants under twenty-two. These age limits are wide enough to allow a broad field of selection. Yet they make for successful housing arrangements because they do not vary greatly from the age range of the undergraduate population.

4. The Scholar must be unmarried, since university regulations do not permit married students to live in campus dormitories.
5. For success in academic work, and speaking engagements, the Scholar must be proficient in reading, writing and speaking the English language.
6. To insure that the students who come on the Program are those who will benefit most from such an opportunity, the Scholar must never have been to the United States or Canada before.

III. DESCRIPTION OF THE COMMITTEE

The Foreign Scholarship Program is almost entirely student-financed and administered. The positions on the Committee are: two Co-Chairmen, an Applications Director, an Executive Secretary, two Evaluations Directors, a Coordinator of Speaking Engagements, a Director of Public Relations, and a Director of Tours and Seminars.

Selection of the Committee

Usually an entirely new Committee is selected each year. Every effort is made to select the personnel as early as possible in the Spring Quarter so that the new Committee may learn from the old. In spite of a quantity of relevant written material on the Program, Committee members must learn some of their responsibilities through experience.

Characteristics of the Co-Chairmen

The Co-Chairmen usually have been campus leaders. The management of an exchange program never should be taken from socially or politically uninfluential groups. This policy may eliminate some individuals who are most interested and capable. But one of the aims of the Stanford Program is to interest those elements of the student body which normally show little concern with international activities through placing the Scholars in the living groups, thereby providing the desired contacts between them and the American students. Consequently it is important that the leadership of the Committee be of a type to encourage the cooperation and continued support of the living groups, without which the Program could not exist.

The Selection and Responsibilities of the Co-Chairmen

The new Co-Chairmen are selected by the outgoing Co-Chairmen through personal interviews or "try-outs." An announcement is placed in the Stanford Daily at the beginning of the Spring Quarter encouraging students to apply for the position of Co-Chairman. The names of the selectees are submitted to the legislature for approval. The new Co-Chairmen then select their Committee. They are not required to submit the names for approval. This may not appear to be a democratic arrangement, but it does provide for an efficient administrative body. At least it seems that the Co-Chairmen have provided more effective leadership over the years than the chairmen of organizations who were elected by the membership.

The functions of the Co-Chairmen are succinctly stated in the by-laws of the Committee: "The Co-Chairmen shall supervise all committee activity, dividing this task as evenly as possible. All work not mentioned in the job definition should be done or assigned by the Co-Chairmen." As this statement shows, the Co-Chairmen are responsible for all work done or left undone by the Committee. Along with this responsibility, they possess a high degree of administrative freedom to accomplish the goals of the Program as they think best. Usually one of the Co-Chairmen is responsible for finances and applications while the second one works closely with the Scholars after their arrival.

7

The Applications Director

The Applications Director answers all inquiries about the awards and processes all applications. She has the most laborious and time-consuming job on the Committee, and is assigned one secretary to work permanently with her.

The Executive Secretary

The Executive Secretary runs the office and is responsible for typing, mailing and filing all correspondence. She also makes sure that all personnel, including the Co-Chairmen, keep office hours. The Executive Secretary has charge of the typing staff which carries out all the clerical work.

The Evaluation Directors

The Evaluation Directors keep in constant contact with the Scholar and the Scholar's living group. They investigate and resolve any problems arising between the Scholar and his living group, and act as personal counselors to the Scholars. The Evaluation Directors write quarterly reports on the individual Scholar's adjustment to his or her living group, and detailed reports on the nature and handling of any problems.

The Coordinator of Speaking Engagements

The duties of the Coordinator of Speaking Engagements are to arrange the Scholars' transportation to engagements, to prevent engagements from becoming a burden on any individual, and to arrange these for Scholars who are less in demand.

The Public Relations Director

The Public Relations Director does all the publicity work. Often this relates to policy questions calling for close cooperation with the Co-Chairmen. His main opportunity for initiative lies in his responsibility for introducing new publicity methods for the Program.

The Coordinator of Tours and Seminars

The duty of the Coordinator of Tours and Seminars is to see that the Scholars are aware of the tours arranged for them. Scholars are encouraged but not obliged to participate in the tours which are an important part of the Foreign Scholarship Program. The Committee now relies primarily on the tours and seminars offered by the international relations group on campus, known as the Institute of International Relations (IIR). The Coordinator is responsible for seeing that the Scholars attend the weekly evening seminars with professors and community leaders, and for arranging parties and other gatherings designed to promote social contacts.

IV. THE WORK OF THE COMMITTEE

The Independence of the Committee

Very little professional help is used by the Committee, although the Dean of Students and the Foreign Student Adviser are called upon intermittently for advice. Both of these officers recognize that the autonomy of the students in managing the Foreign Scholarship Program is one of the most valuable aspects of this endeavor. Most decisions are made by the Co-Chairmen in consultation with the Committee.

The Problem of Continuity

As on all student committees, the problem of continuity of personnel is great. This is especially true for the Foreign Scholarship Program because during the summer recess the most important correspondence with prospective arrivals from overseas is carried on, and some of the major travel or visa problems arise.

The Four Purposes of the Committee

The purposes of the Committee as stated in the by-laws are as follows:

1. To organize the application and selection procedures and arrange for the transportation of the ASSU Foreign Scholars to the Stanford campus.
2. To integrate the Foreign Scholars into the campus and the community, and to make their stay as comfortable and enjoyable as possible.
3. To publicize the Program on the campus and in the community in order to spread the benefits of the Scholars' presence as widely as possible.
4. To work actively for the adoption of similar programs at other universities.

Carrying out the first purpose of the Committee involves complicated paper work. This is a year-round undertaking and constant revision must be made in many of the documents concerned, especially since there is no provision for personal interviewing of applicants. In 1954-55, for example, over one thousand inquiries were processed by the Committee within four and a half months.

The second purpose of the Committee, as described above, is based on the Program's operating belief that actual living in the dormitories and contact with the community are most effective ways to utilize the Scholars and to help them gain insight into American life.

The third purpose of the Committee — to publicize the Program — is designed to widen and maintain support both in the University and in the community. Effective publicity helps in a two-fold sense. By keeping the Program before the student eye, it attracts good personnel for the Committee offices. It also stimulates interest among groups on campus which have not yet contributed to or participated in Committee activities.

There has been no continuous effort to achieve the fourth purpose of the Program. The most ambitious attempt was the publication of a brief pamphlet on the Foreign Scholarship Program, inviting suggestions and criticisms to

9

help the Committee work toward the organization of student programs at other colleges and universities. A similar attempt was made through the agency of the San Francisco Bay Area Association member schools of the National Student Association, but without much success.

Orientation and Integration

The Committee begins its work for Autumn Quarter by organizing the orientation period for the Scholars. Since the Scholars come to a completely new environment, too much information provided at once may bewilder rather than help them. On the other hand, there must be enough well-planned meetings, tours and social gatherings to stimulate and maintain the Scholars' interest.

One of the most important features of the orientation program is that it provides the first and best opportunity for the Committee to create a feeling of cameraderie among the Scholars and their sponsors. The sharing of the three orientation days by the Committee and the Scholars produces the friendship and group loyalty which are indispensable to a successful program. Parties are scheduled during the quarter, to cement this feeling. At the same time, the Committee aims to make the Scholars comfortable without acting as their constant guardian. If they acquire a sense of fellowship with each other, they often take it upon themselves to help one another out, thus easing the Committee's job, and gaining satisfaction from using their own initiative.

Evening Seminars

Weekly meetings are held with Stanford professors every quarter. A general theme for the quarter can help to make the meetings more successful. In preparing these discussions, we have followed two different policies. Sometimes we have assigned the reading of certain passages in a book, or several magazine articles. These assignments help to solve the problem of finding common ground for discussion for Scholars with divergent cultural backgrounds and academic interests. At other times the discussions have been spontaneous, with no special preparation. The prepared meetings were those on specialized or unusual topics, such as constitutional law or religion, and these seem to have been most successful.

Attendance at the seminars is compulsory for the Scholars. This requirement insures that many different views will be presented. A slightly larger group than would be most advantageous for American students is desirable. To keep the discussion going, it is advisable to have a few outstanding student leaders (members of the legislature or student body officers, if possible), and a few friends of the Scholars present in addition to the Co-Chairmen of the Committee.

Speaking Engagements

In the middle of Autumn Quarter, the Committee arranges brief talks to campus organizations. To secure a better adjustment for the Scholars and to allow time for their academic work, no speaking engagements are made off campus during Autumn Quarter. When the Scholars start speaking off campus, all engagements are scheduled through the Committee. An effort is made to see that no Scholar is asked to speak more than once a week, excluding informal talks to living groups. No speaking engagements are scheduled for the two weeks of the final examination period.

Since there often is wide difference in the Scholars' abilities to handle English, the Committee must make diplomatic allowances in planning speaking engagements. While some Scholars are capable of speaking in any situation, others will be ineffective speakers at first, and may need more time for their studies.

A paramount duty of the Committee is to see that the Scholar's heavy schedule does not become impossible to maintain. Speaking engagements are one area where pressure can be eased. The Coordinator of Speaking Engagements must be aware constantly of the importance of time to the Scholar.

Many requests for Foreign Scholar speakers come from the University's Committee on Public Exercises. Others come directly to the Committee, and some are solicited by the Committee. Sometimes outside groups contact the Scholars directly. The Scholars are instructed to tell such groups that they will have to check with the Committee before they accept. The Committee then contacts the people concerned and arranges a date. In this manner, a record is kept of all the speaking engagements which the Scholars keep, and close control can be exercised by the Committee.

The demand for Scholars to speak often is dependent on the Scholar's geographic or national origin. A student from the Free University of Berlin or one from Karachi may find that there is a great demand for his services, while one from Switzerland or Australia may receive few invitations to speak. This often gives rise to minor jealousies. The situation is corrected in two ways: 1) by the rule which limits speaking engagements off campus for any one Scholar to no more than one a week, and 2) by the effort of the Coordinator of Speaking Engagements to secure engagements for those Scholars who are less in demand.

There are no formal limitations on the subject-matter of the speakers, but it has been found that Scholars should not be asked to speak on behalf of relief appeals. It is distasteful to them, and poor public relations for the Committee.

Evaluation

It is very important to encourage and keep track of good relations between the Scholar and his living group, because the Committee depends financially on campus living group support. If a Scholar does not get along well in his residence, the living group which provides his support may not volunteer further support to a Foreign Scholar for several years.

At the request of the Evaluation Directors, the Scholars write essays on their living group experience. These have been of two types: responses to questionnaires, or solicited essays with content less specifically outlined. The Evaluation Directors write up a report on each Scholar, on the basis of their personal knowledge of the Scholar through the essay and through close personal contact. These reports are read by the Co-Chairmen of the Committee who, together with the Evaluation Directors, take steps to solve problems which may have arisen, and to make the next quarter's stay in a living group easier for all concerned. In addition to the use of periodic evaluation reports, contact must be maintained with the Scholar and the living group so that difficulties can be identified and solved promptly. So far, evaluation has been limited to inquiries into the adjustment of the Scholars. No attempt has been made to make a basic evaluation of the Program and its effect on the campus and on the Scholar.

V. SELECTION PROCEDURESAdministration

One Co-Chairman, together with the Applications Director, is responsible for publicizing the awards, sending out the application forms, and organizing the selection process which begins in the middle of February. It is the responsibility of the entire Committee to organize and carry out the selection of new Scholars. Therefore all members must understand the complexities of the process and devote enough time to the job.

The Applications Director and her secretary should become familiar with their task as early in the academic year as possible. The two should work together throughout the year, managing the selection of new Scholars in such a way that the Co-Chairman in charge of applications is called in on policy matters only.

Application Forms

The following forms are used in the Program:

1. A printed page describing the Program.
2. Instructions on the filing of applications.
3. Application blanks.
4. Personal reference sheets, to be mailed directly to the Committee by the person serving as reference.
5. The travel insert. This form states that the Foreign Scholarship Program does not have sufficient funds to cover travel to the United States. Applicants are asked what their financial resources are. A set of application papers should not be considered complete without the statement concerning travel.

The Processing of Applications

When initial letters of inquiry from applicants are received, they are read by the Applications Director and are answered in one of the following ways:

1. If it is apparent from the content of the letter that the applicant meets the minimum requirements of the Program, a set of application blanks will be mailed to him.
2. If it is apparent that the applicant does not meet the minimum requirements, a form letter of rejection is mailed out.
3. If the writer of the letter has applied previously and wishes to be reconsidered, his old file is checked and he is sent a letter containing whatever additional information is needed and stating whether he can be considered a contestant in the present competition.
4. Special letters of inquiry receive individual attention.

The Committee refuses to consider any applications which are received after February 20th. A form letter is sent to persons whose applications were not complete by that date.

After the completed application blanks are received, they are read by six students each of whom compiles a preference list. Those names which appear on any preference list are placed on a master list. Rejection letters are sent to all those applicants whose names do not appear on the master preference list.

Thereafter, all the readers participate in a meeting to which each one brings his own preference list. The purpose of this meeting is to narrow down the number of applicants to a group of fifteen to twenty students whose names can be submitted to the living groups for final selection. Rejection letters are sent to those applicants who were dropped at this stage.

Final Selection

The final selection of Foreign Scholars is made by the president and representatives of the living groups who offer room and board support for a Foreign Scholar. The selection is made in a meeting of the living group presidents or representatives with the Co-Chairmen and the Applications Director. Nine or ten Scholars (and some alternates) are selected out of the group of fifteen to twenty applicants submitted to this meeting. Each living group representative indicates his preference for the Foreign Scholars he would like to have in his house or dormitory for the next academic year. Usually it turns out that only two or three out of the thirty living groups volunteering support have to take their second or third choices.

The application papers of the Scholars selected in the final meetings are taken to the Dean of Students to be checked as to whether they meet the admissions requirements of the University. If all the new Scholars are admitted, notification of their award is cabled to them. Personal letters of rejection are sent to applicants who were dropped in the final selection meeting. Two or three of these are notified of their status as alternates. Several others who seem to be outstanding may be encouraged to reapply for the next year's competition. A form letter is sent to all these persons whose applications were not complete in time for consideration in the selection process.

VI. THE EXPERIENCE OF THE SCHOLAR

Applying for the Award

The Foreign Scholar's experience with the Program begins when he reads one of the announcements sent to over four hundred universities, educational foundations, student travel agencies and newspapers abroad. These announcements direct him to write to the Foreign Scholarship Committee for application blanks. The Scholar receives a blank from the Committee unless he is obviously ineligible. He returns the application to the Committee with the exception of two personal recommendation sheets which he gives to two of his professors. These are mailed directly to the Committee by the professors. The Scholar then waits until all the applications have been processed at Stanford. If the applicant was successful, he receives a cable notifying him of the award and requesting a cabled reply. After the Scholar accepts, official relationships begin.

Pre-Arrival Contact

The Scholar receives the necessary letters from university authorities enabling him to secure an Exchange Visitor's visa. This type of visa authorizes the University to enforce his return to his country. He also is sent a copy of the Stanford Daily in which his picture appears along with those of other Scholars in a feature story. He receives the pertinent university catalogues and other correspondence from the Committee describing university life. He learns where he will live at Stanford, and is sent a brief description of his first living group. The Scholar also receives a letter from the president of the living group where he will reside during Autumn Quarter. But most of his correspondence with the Committee is concerned with his travel arrangements and visa application.

Travel Arrangements

If his travel within the United States is arranged by the Committee, the Scholar is sent explicit instructions as to what procedure to follow upon his arrival. In New York, he is met by a member of the Committee on Friendly Relations Among Foreign Students, which holds messages and bank drafts for Scholars, sees that they are met when they arrive, and takes them to hotels for their first night. Often the Scholar is met by a Stanford student or students who arranged accommodations for him in a private home before his arrival.

Pre-Registration Orientation on Campus

Although every effort is made to secure a uniform arrival date, the Scholar may arrive on campus any time from three to fifteen days before registration for Autumn Quarter. But his travel is planned so that in any case he will arrive in time for a three-day orientation period. If the Scholar arrives before the living group can accommodate him, the Foreign Scholarship Committee, through the Community Committee for International Students, sees that he is placed in a private home until the dormitory is open or until the fraternity has a room for him. The expense of maintenance in the private home is met by the Committee, as are the Scholar's meal costs during the pre-registration period.

If a Scholar has arrived particularly early, the use of his time until the formal orientation may present a problem. The office of the Foreign Student Adviser, with the help of the Community Committee, provides tours and activities for all new foreign students during the two weeks preceding registration. The Scholar is encouraged to take part in these tours and activities. He also finds

that the student body officers and other early arrivals are glad to spend time with him in the evenings when the problem of boredom and loneliness is most acute for the student of any nationality.

Just before registration, the Scholar is expected to participate in the three-day orientation period planned by the Committee. This is designed as an introduction to Stanford life, to instill in the Scholars a group feeling and sense of responsibility toward each other and toward the Program, to explain the Program and the Scholar's relation to it; and to broaden the Scholar's circle of acquaintances.

During this period, the Scholar participates in discussions of the Program and its goals. He is given a general outline of the Program activities for Autumn Quarter. He discusses with the Committee the personal goals he hopes to achieve during his stay. He receives a detailed explanation of the financing of the Foreign Scholarship Program, and of any special financial arrangements which may apply to him.

The Institute of International Relations, the student organization in charge of all international activities except the Foreign Scholarship Program, is explained to him. He is encouraged to participate in at least some of the IIR activities, particularly in its tours of local industries and other points of interest, and he is asked to attend the Friday afternoon get-togethers of American and foreign students, known as the Cosmopolitan Club meetings.

The Scholar also is given a detailed explanation of living groups on campus, Stanford dating customs, women's social regulations, and the conduct expected of all students as dictated by the University's Fundamental Standard.

The Scholar participates in many parts of the graduate student and general foreign student orientation, including attendance at a lecture on registration procedure. He attends talks by the Dean, Registrar, and Foreign Student Adviser and takes part in discussions of the Stanford academic system, with special emphasis on the Stanford Honor Code. During the orientation period, the Scholar also may attend one or two mixer-type buffet dinners, and possibly a dinner with a community group.

The First Adjustment

After the first busy days, the Scholar enters the most vital period of his stay: the initial two or three weeks of adjustment. During these weeks, he takes trips with the Committee to San Francisco and other local points of interest. He attends his first football game with the Co-Chairmen and members of the Committee who are able to be with him. He has his physical examination, and participates in his first Cosmopolitan Club meetings. Most important, he starts to make permanent friends in his living group and works out his relationship to this group.

At the beginning of the quarter, he participates in weekly meetings of the Committee and the Scholars where problems concerning the living groups, academics, and social questions are discussed. He may be asked to write a brief essay on his first impressions. He attends at least one party with the Committee and other Scholars. Often he finds himself offering advice and help to a fellow Scholar who has a greater cultural and linguistic barrier to overcome.

Within the first weeks, the Scholars have a meeting with President Quarling and one with the Dean of Students and his chiefs of personnel. This meeting includes a discussion wherein the Scholars are free to ask questions in order to gain a clear picture of the structure and functioning of the university administration.

At the end of the initial three weeks, the Scholars have their first in a series of weekly seminars with professors, arranged by the Committee, with attendance required of all Scholars. Each professor's field is discussed with emphasis on its relation to contemporary life in the United States. It is hoped that these informal meetings give the Scholar a sound understanding of the campus and a broader outlook on the United States.

The First Quarter Program:

The remainder of the Autumn Quarter is less hectic for the new Foreign Scholar. After a month or six weeks, he is asked to answer a questionnaire designed to reveal how successful his adjustment to his living group has been. He is urged to be frank and honest in writing this report, as this proves helpful to him and to the Committee.

Now he begins making brief speeches to on-campus groups. If his English is good and his adjustment has been particularly smooth, he may be asked to speak to the Student Legislature. Following his speech, he has a brief biographical interview, to be published in the Daily. Scholars who do not talk to the Legislature may have their biographies in the paper during Autumn Quarter. Before the year is out, all Scholars will have been interviewed by the Daily.

The Scholar has an individual meeting with the Co-Chairman to discuss his financial position and any difficulties which may have arisen over finances. He also meets with the Co-Chairmen to discuss his academic progress and his vacation plans. Perhaps he has luncheon or dinner with a local businessman or family, but he makes no speeches off campus until later in the academic year. He attends several parties organized by the Committee, and after the Tuesday evening seminars he often will adjourn with some of the other Scholars and Committee members to a nearby restaurant for refreshments and talk.

If any difficulties have come up for the Scholar in his living group, he consults one of the Evaluations Directors who immediately sets out to solve the problem. His first five weeks may have shown various problems, especially since his own accounts are supplemented by written reports from the president of his living group and his roommate. If these assays indicate a need for it, the Evaluations Director concerned talks over any difficulties with the Scholar and works for a solution. The severe problems for a Scholar usually are not personal habits or basic cultural differences but those due to his own character structure, such as drinking excessively, or belligerence in his dealings with other students. These are most difficult to solve since they often originate in disrupted family life or related environmental factors. Such problems are minimized, however, by the selection procedure which normally screens out people who are subject to them.

The Scholar finds that the last two weeks of the Quarter differ from the previous ones in several ways. The American students become more absorbed in their academic work, and he is urged to concentrate on his own studies. All Committee meetings cease, no speaking engagements or other activities are arranged, "dead week" and his first Stanford final examinations have arrived.

At this time, the Scholar is introduced to his next living group. He is invited to a dinner where he meets his new group and may be asked to give a brief talk. He meets his future roommate, who has been carefully selected by the House President under the guidance of the Co-Chairmen and Evaluations Directors. The introduction helps the Scholar to become acquainted with the students who will be his hosts during Winter Quarter.

Christmas Vacation

After finals, the Scholar may go to one of several places during his vacation. Usually he goes to the home of an American student friend. The choice depends largely on the Scholar's popularity in his living group and an honest estimate, on the part of those who know him, as to whether he would fit in with the student's family successfully. If he does not go home with a student, he may find placement in a local American home, or he may join the annual international student trip to the Grand Canyon.

Winter Quarter

The Foreign Scholar finds his winter program similar to the previous one in many respects, though probably busier. To him, fraternity rushing may seem inordinately important, and for two weeks he has to put up with this annual madness. The Committee makes heavier demands on his time, and his other activities become more urgent. The formal weekly meetings with the Committee continue. Regular parties are held. There are additional tours to other universities in the area, the Scholar begins to make speaking engagements off campus, and he may participate in a radio or television program over a local station.

If his grades for Autumn Quarter were low, he is asked to talk the matter over with the Co-Chairmen in an effort to find the causes of academic difficulty and to prevent a recurrence. He may find that his monthly allowance is insufficient and that he has been dipping into the small reserve he brought with him. In that case, he probably wants to work to augment his income. If he is a graduate student, he may be able to secure a teaching assistantship, or to work as a reader for a professor in his department. If not a graduate student, he may find work in language tutoring. Again he is asked to write a mid-quarter evaluation essay. At some time during the Quarter, the Scholars and the Co-Chairman usually are invited to the President's home for an evening.

After Christmas, the emphasis in the Scholar's program is shifted from the Stanford campus to a wider sphere to give the Scholar a more thorough introduction to American life. Therefore the weekly seminars include business and professional people as well as professors.

During the winter, the Scholar meets with the Co-Chairmen to discuss his plans for spring vacation, summer, and his return travel. When the selection of the next year's Scholars is complete, each of the Scholars then at Stanford is asked to write a personal letter of welcome to one of the new award winners. As before, the first year's Scholar receives an introduction to his living group for Spring Quarter, and he is questioned closely on his suggestions about the programming for Spring Quarter.

Spring Quarter

Usually the Spring Quarter is one week shorter than the other two, making the Scholar's time more valuable than ever. The Program continues as before, but the required meetings with the professors cease in mid-quarter. The Scholars working for degrees in graduate schools write theses and must be allowed time to complete their work. Sometimes they have a concluding meeting with the Dean of Students and his staff, and possibly a tea with the President. The Scholar is asked to write a final essay in which he attempts to evaluate his year's stay at Stanford. After examinations and a final party, the Scholar prepares for his return journey, usually allowing himself some time for work and travel in other parts of the United States before he goes back to his home country.

VII. THE FOREIGN STUDENT LEADERSHIP PROGRAM

Although this paper is not designed exclusively for colleges which sponsor Foreign Scholars under the Foreign Student Leadership Project, it may be helpful to outline some of the special objectives and program features of the Project.

The outstanding objective of the NSA Foreign Student Leadership Project (FSLP) is to help foreign student grantees to acquire those leadership skills and techniques of American student government which may have some relevance in their countries of origin. This objective is a comparatively minor one in the Stanford Program.

The goal of the Project is important in determining the method and criteria for selecting candidates. Nomination for the grants is made through the overseas contacts of NSA. The final appointments are made by NSA with the assistance of an Advisory Board. Therefore local project administrators need not occupy themselves with the selection, which takes such a large part of the attention of the Stanford group. This arrangement should allow local FSLP leaders to give more time and thought to program planning.

The major objective of the NSA program makes it desirable to select a student who will return to student government activities in his own country. Therefore most selectees will be undergraduate students, and as a whole, the foreign group may be younger than the Stanford Scholars.

Because of the emphasis on training in student government, it may be even more important than under the Stanford Program to designate students active in student government as local chairman and members of the FSLP Committee. It will be desirable to have the foreign grantee room with the student body president, or some other prominent member of the student government.

Probably it will not be necessary for the FSLP program to set up as elaborate a committee structure as that of the Stanford plan because local projects usually will have only one student to assist. Nevertheless, there must be enough people for detailed programming, including thoughtful orientation, introductions, and follow-up with individuals and groups. It also is advisable to have program planning undertaken by a committee rather than an individual, so that many campus resources can be brought into play and a well-balanced program can be designed.

In the planning of the program, the primary focus of the FSLP must be kept in mind. A study of the historical and philosophical backgrounds of American student government must be part of the on-going orientation throughout the school year. Faculty members and students must be enlisted in this effort to introduce the foreign grantees to the background of the activities he observes.

The need to maintain student government activities as the focus of the programming implies that care will have to be taken not to devote too much time to purely social events. The relation of the grantee to the other foreign students on campus will have to be worked out. He should not become submerged in the usual kind of social programming for foreign students, although he should maintain a friendly and supportive relationship with other foreign students.

The observation of a large variety of student government activities will have to be supplemented by opportunities for active and responsible participation in some limited aspect of student government which is significant and yet of such

a nature that a person from another culture, with a language barrier, can serve adequately. Membership on one of the judicial bodies or in a legislative group may provide such an opportunity.

Both observation and participation must be accompanied by regular and leisurely interpretation and thought. The importance of social scheduling, for example, and the constant discussions of social standards must be placed in their sociological context. The help of faculty and staff members, particularly those from the Dean of Students' organization, may be sought. It may be helpful for the foreign grantee to enroll in courses in educational sociology or other subjects which can help him to gain a broader perspective.

Throughout the year, the project administrators will have to assess whether the aims of the project are being accomplished. If the foreign grantee seems dissatisfied, or is acquiring misconceptions about student life, the project administrators should not hesitate to seek the help of the National Director and of their own faculty or staff in reviewing the program. At the end of the year, the administrators will have some responsibility for a fundamental evaluation designed to improve the operations of the project.

VIII. CONCLUSION

As previously stated, the Stanford Program is described here to serve as a point of departure for program planning rather than a model to be followed by other universities. The same applies to the chapter on the Foreign Student Leadership Program of the National Student Association. It is hoped that student government organizations participating in the Foreign Student Leadership Project will carry on their own foreign student leader programs after the NSA-sponsored Project terminates. For those groups which do carry on, the Stanford experience is particularly relevant because local campuses will have to assume many administrative responsibilities which are now managed by NSA. But while each program will have to grow out of local conditions, students wanting to organize a foreign scholarship project may have to take certain steps to cope with technical problems. Some of these initial steps will be suggested here, and some comments will be made about the difficulties likely to arise during the administration of any foreign scholarship project.

The first step in the initiation of a new program is to consider its goals carefully. In the NSA Project, the goal of training for leadership is set forth clearly. In other programs, it may be helpful to state one major objective, which probably will determine the character of the whole project. If training for leadership in student activities abroad is the main purpose, student leaders abroad should be selected who are close to undergraduate in age, social development and academic progress, even at the possible expense of their social usefulness at home. If educational or technical assistance to underdeveloped countries is the chief aim, it is important to choose mature graduate students, such as those placed by the Institute of International Education, who will be able to make a major contribution to economic and cultural developments in their own countries. One incidental objective should be kept in mind, however. Special undertakings, such as the Stanford and NSA Projects, often develop particularly good programs for their own foreign students in such areas as orientation, hospitality and integration into the campus community, because much time and money are spent on a few students. These special projects can suggest improvements in programs to be found on larger campuses for the use of government-sponsored or private foreign students.

The second step is to formulate the initial scope of the program. It may be wise to make a modest beginning, since many difficulties will arise at the outset, while the administrators are "learning the ropes." If the program is successful, the student body will be eager for more Foreign Scholars. But if problems loom too large, disillusionment may endanger the whole project. In many cases, especially in smaller colleges, it is wise to start with one or two Scholars for the first year. In the NSA Project, such a limitation is automatic.

The third step is to organize the committee administering the program. The key question to be decided is the method of appointing administrators. At Stanford, the system of appointment by the preceding Co-Chairmen, after a series of try-outs, has produced capable administrators. Elsewhere a more democratic system of selection, or one in which the student government maintains more active control, may be preferred. In such cases, project administrators must be students respected by the individuals and groups upon whose support the success and continuation of the project depend. On many campuses this will mean that members of the international relations groups will not necessarily make the best project administrators, despite their interest in this field. On other campuses, where international affairs and such organizations as NSA and World University Service

have the enthusiastic support of living groups, student government and the student body, the foreign scholarship project may well be integrated into their activities.

The fourth step is to lay out the program for the Scholars in detail, including the responsibilities of their sponsors, who will pay for their transportation in the United States, where they will live before the opening of residences, how they will be housed during the academic year and during vacations, how much pocket money they will get, and who is to supply it. These and some additional questions applying to specific campuses should be thought through in detail, probably before the final plan is offered to the student body, and at any rate before the program is announced overseas.

The fifth step, which probably should be taken only after the aims and methods of administration have been formulated, is to move for the adoption of the program by the groups which will have to support it. If it is a campus-wide project, a referendum by the entire student body is preferable to a vote by the Executive Committee or the Legislature. If it is a fraternity-sorority project, the individual houses as well as the Pan-Hellenic Council or its equivalent should have a voice in its adoption. Even in the NSA Project, where the decision usually is made by the student government, careful publicity through house meetings, discussions in student government councils, articles, photographs and editorial comments in the student newspaper are needed to gain the widest possible acceptance of the project, because many students must feel that they have a personal stake in the program.

Once the program is launched, the critical step is to select the Foreign Scholars. In some projects, such as that contemplated by the National Association, the goal of the program determines the method of selection, because the NSA and its affiliated student organizations overseas will play an important part. In other projects, the campus administrators probably will have considerable leeway in determining the method of selection.

The big problem in selection is that even the most elaborate file of application papers and recommendations does not provide a reliable picture of the applicant's personality. This difficulty can be circumvented to some extent through use of channels available to the Institute of International Education, since all candidates of the Institute have been interviewed by the overseas Commission for Training and Study in the United States. Unfortunately the selection standards of these Fulbright Commissions abroad tend to differ considerably from those which student groups in the United States would want to apply. The Fulbright selectees usually are graduate students with well-defined professional interests and objectives. Nevertheless, serious consideration should be given to using the channels of the Institute of International Education or of some other national organization, such as NSA or World University Service, with affiliations overseas through which personal interviews can be arranged.

In the early communications with applicants, the objectives and limitations of the program must be stated clearly so that applicants have these in mind before they accept the award. Two limitations are likely to cause trouble. In the first place, the demands made on the Scholar's time, such as participation in seminars, student government affairs, house activities, speaking engagements and so on, may conflict with the Scholar's academic objectives. Frequently, as in the NSA program, these demands will make it impossible for the Scholars to secure the degree which most of them, especially those from non-European countries, want very much. On the other hand, it is important to spell out the academic obligations in detail, particularly to grantees from Northwest European countries, so

that Scholars are not under the illusion that they can take their studies casually. This may be a problem with grantees under the NSA program, who will be selected for their organizational and social interests rather than for academic reasons. An over-casual attitude toward studies is likely to prevent grantees from getting the most out of their year in the United States and will turn the faculty and administration against the program. As a rule, it is desirable for the Foreign Scholars to enroll as registered students, under obligation to achieve at least the required grade point standards, although they often should be allowed to take a reduced load of studies.

The second major problem concerns permission to stay in this country for a second year. Many Scholars want an additional year, usually in order to secure a degree. Often they can finance their second year themselves, through university scholarships or through aid from relatives and friends. If the chief aim of the program is to promote the Scholar's application of his American experience to his activities in student organizations overseas, a second year renewal usually is not advisable. But many students, especially those from Asia, derive maximum benefit from their stay in the United States only after a two-year sojourn. Therefore it may be desirable, in some programs, to remain flexible in this matter and to respect the preferences of the Scholars as much as the aims of the program will permit. Extensions beyond a two-year period usually are detrimental, since it becomes difficult for foreign students, especially the younger ones, to readjust to their own cultures if they stay in this country too long.

A minor difficulty sometimes arises from the Scholar's desire to buy a second-hand car. The possession of a car is the dream of many students from overseas, especially those from countries where the ownership of an automobile is a mark of prestige and success in life. In general, Foreign Scholars should not be allowed to have cars, since many American students supporting the program are liable to resent such ownership as an unwarranted luxury to which they do not wish to contribute.

After the arrival of the foreign grantees, it is vital that they spend much time with the project administrators and that they receive a good orientation to the campus as a whole and to the requirements of the program in particular. Many later misunderstandings can be avoided by careful and thorough discussion of life on campus and of the proposed program activities. This is also a good time for the project administrators to make friends with the Scholars.

Housing occasionally presents a problem. It is very important that the foreign grantees live with student groups rather than in boarding houses or rented rooms. As a rule, it is preferable for a Scholar to remain with one living group throughout the year so that solid friendships within the house or dormitory have time to develop. But it often becomes necessary to move the Scholars once or twice during the year in order to give as many students as possible a chance to become acquainted with them in a living situation, and to provide the foreign grantees with a variety of residence experiences, such as fraternities, dormitories and cooperatives. Some Scholars, especially Europeans, enjoy the chance to observe more than one living group. But no Scholar should be obliged to change his residence too often, since even at best, each move requires a new and possibly painful adjustment.

In the programming of the Scholars, it must be remembered that the pace of life is slower in most cultures than in the United States. This is particularly true of Eastern and Mediterranean countries. Furthermore, the entire process of adjustment to a new country and a new society requires a great deal of effort.

Therefore the project administrator must beware of overburdening the Scholars, particularly during their first term. Most foreigners are used to spending more time by themselves than are young Americans, and some provision should be made for that need.

The methods of familiarizing the foreign grantees with campus life will vary with different types of institutions. At residential universities such as Stanford, living groups and dormitories offer the best channel for such integration, especially if serious educational programs are carried on in these residential units. In large, non-residential institutions, other means of integration will have to be found. More vigorous participation in a variety of activities groups, especially those centered around the Student Union (or a corresponding location on the campus), may provide such an alternative.

Scholars also must be told, preferably during orientation or in their first term, about our own social and campus customs, especially those involving boy-girl relationships. The dating system is peculiar to the United States and many features of social life on campus are difficult to appreciate at first. It may be helpful to introduce the Scholars to such activities as square dance groups or clubs which do not depend entirely on dating engagements and social dancing.

The problem of spending money for the Scholars sometimes arises. The student body should not be too heavily taxed for such funds. But the funds available to the Scholars should approximate the average amount of money spent by the students with whom they live, so that the grantees do not feel at a disadvantage in that respect. In this area, as in many others, each college will have to find its own solution.

Vacations constitute a similar problem. It is not good for Scholars to have the feeling that they must be invited by an American friend in order to survive during vacation, although a week or two in an American home certainly should be part of the experience of every foreign student. Therefore it seems advisable to provide the minimum funds needed for room and board during vacation so that the Scholar is not too hard pressed on this account.

Throughout the program, frequent evaluation sessions with the Scholars, their living groups, sponsors, and academic advisers will help to spot weaknesses in the program. It may be useful to elicit recommendations for the future operation of the project from the Scholars before their departure.

Sometimes a local student government may wish to establish closer ties with a university overseas through an affiliation program. In such a program, students and professors, textbooks and teaching materials may be exchanged. Often the American student group can help a new institution overseas with some of its practical problems, such as the construction of recreation facilities or dormitories. Affiliation programs have certain problems, particularly as far as the exchange of persons is concerned, because the field of selection is much smaller if the exchanges have to be picked from one institution. But affiliation programs may create considerable enthusiasm among the students working on the committees concerned, especially if there is a prospect for them to study at the sister institution abroad.

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Aside from the specific form and character of any given exchange program, it is important to interpret and re-interpret its features and significance within the college community. There should be articles and photographs in the student newspaper, by the Scholars and about them, and an effort should be made to expose as many students as possible to the overseas visitors, since the eventual success of all projects depends on the continuing support of the entire campus. Student-sponsored exchange programs will make their most meaningful contribution to campus life by increasing the student body awareness of the opportunities for learning and enjoyment available through the Scholars and through other international students and visitors.

APPENDIX I.Pre-Registration Activities Programfor All New Foreign Students (1955 Sample)

Sunday, September 11	Beach picnic (10.00 a.m. to 5.00 p.m.)
Monday, September 12 to Wednesday, September 21	Lunch in the Union area on campus
Monday, September 12 (1.00 to 4.30 p.m.) (7.30 p.m.)	Local scenic tour Visit to City Council
Tuesday, September 13 (1.00 to 5.00 p.m.) (7.30 p.m.)	County Fair Drive-in movie
Wednesday, September 14 (1.00 to 3.00 p.m.)	Visit to local publishing house
Thursday, September 15 (1.00 to 4.00 p.m.)	House and garden tour
Friday, September 16 (4.00 to 10.00 p.m.)	Visit to Observatory on Mt. Hamilton
Saturday, September 17 (1.00 to 4.00 p.m.)	Visit to Art Festival and Cinerama, San Francisco
Sunday, September 18 (3.00 to 6.00 p.m.)	Open House and picnic supper at the Foreign Student Adviser's home
Monday, September 19 (10.00 a.m.) (7.30 p.m.)	Trip to San Francisco "Social Customs in American Homes" - discussion held in a local home
Tuesday, September 20 (1.00 to 4.00 p.m.) (5.30 p.m.)	Trip to a local factory Barbecue supper at the home of the Community Committee Chairman
Wednesday, September 21 (10.00 a.m.)	Lecture on and practice in objective tests

Wednesday, September 21
(2.00 p.m.) Civic Welcome.
Tour of City Hall,
Community Center and
Red Cross facilities
"Foreign Students and
the Immigration Law" -
a talk by a district
officer of the
Immigration Service

Thursday, September 22
(2.00 p.m.) Welcome and Orientation
Talk by the Foreign
Student Adviser
(6.00 p.m.) Academic Convocation.
Talk by the President
of the University

Friday, September 23
(9.00 a.m.) English Language Test
(2.00 p.m.) "The American Academic
System" - an explana-
tion by the Dean of
Students concerning
units, grades, grade
points and credits
(8.00 p.m.) Open House, Institute
of International Rela-
tions. A talk on
American football

Saturday, September 24 Graduate Pre-Registra-
tion Program

APPENDIX II.Sample Outline of Orientation Schedule for Foreign Scholars (1955)

Monday, September 12 to Wednesday, September 21 . . . Arrival of Scholars. (They are advised to arrive on the 21st, but some are bound to come early.)

Arrangements:

- 1) Place Scholars in permanent residences when possible. Otherwise place them temporarily in private homes, through the Community Committee.
- 2) Provide practical necessities (i.e. linen, local maps and directions, suggestions for evening entertainment, information on organized activities).
- 3) Scholars are to participate in general foreign student program. (See Appendix I.)

Wednesday, September 21 Evening meeting and discussion.

Agenda:

- 1) Introduction to the Foreign Scholarship Program.
- 2) Review of orientation program schedule.

Thursday, September 22

9.00 a.m. - Meeting of Scholars and Co-Chairmen.

Agenda: 1) The relation of the living groups to the Program and the Scholars' obligation to the houses.
2) The financing of the Program.
3) Autumn Quarter activities.

2.00 p.m. - Welcome meeting for all foreign students (Foreign Student Adviser).

4.00 p.m. - Meeting (Scholars and Co-Chairmen).

Agenda: The relation of the Scholars to other foreign students.

6.00 p.m. - Academic Convocation (Freshman Orientation Program).

Friday, September 23

9.00 a.m. - English Test for Foreign Students.

11.00 a.m. - Discussion of academic program (Co-Chairmen and Scholars).

2.00 p.m. - Talk by the Dean of Students on the American academic system, explaining units, grades, grade points, etc.

4.00 p.m. - Discussion of fundamental standard and honor code, including the special position of the Scholars.

Saturday, September 24

9.00 a.m. - Campus and library tours.

1.00 p.m. - Meeting (Scholars and Co-Chairmen).

Agenda: 1) Discussion of student judicial councils with members of Men's or Women's Councils.
2) Women's social regulations and social mores on the American campus.

Saturday, September 24 (continued)

2.30 p.m. - Football game.* (Scholars should be accompanied by somebody who can explain the game to them.)

8.00 p.m. - Meeting (Scholars and Co-Chairmen).

Agenda: Etiquette (including punctuality, accepting invitations, the custom of thank-you notes).

Sunday, September 25

1.30 p.m. - Talk on registration procedures.*

7.00 p.m. - Party with Scholars and Committee members.

Monday, September 26 Registration Day

Arrangements:

- 1) A Committee member should take each Scholar through the registration lines.
- 2) One of the Co-Chairmen should be on hand in the office at all times for consultation.

Notes:

1. * indicates events planned for all foreign students or other new students by student groups or by the administration.
2. It is important that at least one of the Co-Chairmen be available at all times to the new Scholars during the first two weeks, especially in the evenings. During this time, the Scholars will be most dependent on the Co-Chairmen and the Committee for companionship.

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April 6, 1956

Profile of the University of California

My arrival at the University of California on the morning of March 6 seemed to be a complete shock to all concerned. Dean Blaisdell, who had presumably been responsible for making preparations for my visit and who had promised to attend a meeting that day with other members of the administration and the student body, had left the day before for Washington. I spent the first half of the day trying to find some place to stay in Berkeley. The next half of the day I spent trying to get in touch with Mr. Robert Hamilton, President of the Associated Students of the University of California. I finally managed to catch Bob Hamilton in his office by posting myself outside the door for about an hour and a half. During the course of our twenty minute to half hour conversation, it became perfectly obvious that Bob Hamilton knew nothing of the Foreign Student Leadership Project and had completely forgotten, if he ever knew, about my visit to the campus. Describing the Foreign Student Leadership Project to him, I began to ask questions about the nature and function of the Student Association and particularly about the foreign student program. Mr. Hamilton had very little idea of the operation of the foreign student program at the University of California. His concerns with respect to the Associated Students seemed very much limited to a technical or administrative approach.

After my description of FSIP, its objectives and the program which was being planned, he seemed to become enthusiastic and invited me to speak to a meeting of the Associated Students which was to take place that very afternoon. I attended the meeting, addressed the Associated Students describing FSIP, and elicited several interesting and penetrating questions from various members of the Associated Students as well as from some of the administrative personnel who were present. However, since this was the first and only contact that any representative student group at the University had with the FSLP, I doubt very seriously that a deep impression was made or that the program was well understood or that we could expect a great deal of support on the basis of this one encounter. I stayed through the Associated Students' meeting long enough to get the flavor of the type of discussion and the concerns which seemed to be paramount. The discussion which produced the most lively concern revolved around the athletic program and the parking problem.

My observation on this particular meeting should not be construed to be a general commentary on the over-all effectiveness, function and concerns of the Associated Students at the University of California. However, with discussions of other members of the Council, including Alex Boldin, the FSA Coordinator, I was led to believe that the meeting which I attended was not at all untypical and that there was a great deal of concern among certain members of the Associated Students that their interests and their actions were limited to relatively insignificant areas of concern. The Associated Students and its operations are considered by most within the Association as well as outside to be those of a fairly large business concern with a budget of some \$1,000,000 annually and with the complete control of the athletics program and with the problems of the recognition and the administrative relationships to more than 300 student organizations. The occasions for the Associated Students to involve itself in some of the deeper problems concerning student welfare, educational problems and human relations, for example, seemed to be extraordinarily limited. A prime example of this is a report which I received from a member of the Council indicating that, some couple of weeks prior to my visit, the Student Association had been confronted with the possibility of taking action on the Autherine Lucy case. Action was postponed at the Council meeting in favor of discussion of certain parking regulations.

Profile of the University of CaliforniaForeign Student Program

The most impressive thing about the foreign student program at the University of California is the very commodious International House which was constructed by the Rockefeller interests along with the International Houses of Chicago and New York. As far as the program related to the House is concerned, it seemed to be reasonably effective, well organized and with a fairly high degree of participation on the part of the residents of the House. One difficulty seemed to be, however, as tends to be the case in such institutions, that the American residents in the House are frequently American students who, for one reason or another, are not considered by other Americans or even by the foreign students to be typical. A comment that was heard from both foreign students and American students is that the American students at the House are the "campus rejects" — students who find it difficult to adjust themselves to the American student social life or students who for various reasons seek the "glamor" of living in these somewhat exotic surroundings. In discussions with Mr. Bill Miller, Assistant to Dean Blaiedell, who is the Director of the International House, I discovered that the programming of the International House is designed almost exclusively for the residents of the House. Although frequently there are opportunities for other foreign and American students to participate in I House activities, by far and large the bulk of the activities are planned for the residents of the House. This poses some very serious difficulties insofar as the bulk of the foreign student population at the University which numbers some 1,000 of course can not live at the I House, which accommodates some 500 students, half of whom are American. Consequently, however good the program at the International House may be, it touches only a minority of the foreign student population at the University. Mr. Miller felt that the orientation programs for the foreign students coming to the University could be improved upon and that a great deal more could be done to integrate the foreign students into the normal student activities program at the University. He felt, however, that the limited staff available for these services made it highly unlikely that a great deal could be done in the immediate future. Mr. Miller's opinions were definitely reflected by the foreign students with whom I talked, and if anything, could have said to be a great understatement of the actual situation. My conversations with representative foreign students at the University led me to conclude that the I House program was fulfilling only a minimal responsibility of the University toward its foreign student population.

The question arises as to what happens to the other foreign students who study at the University. By and large, their activities outside of the classroom — their social life and living arrangements — are the result of individual efforts or the efforts of small national groups. I was informed, for example, by representatives of the administration (particularly Mr. Miller and Dean Stone) that they had had a great deal of difficulty with the Latin American. Upon discussion with some of the Latin American student leaders at the University, I found that most of them lived in apartment houses or rooms together in off-campus facilities and have virtually no relationship to the University outside of their classes. As a group, they seemed to have made very little progress in understanding the University — that is, outside of its classroom functions — or of the community of which it is a part. On the whole, they seemed to have made very little progress even in learning the language. The same situation seems to be true with respect to the Arab students. Most of them also live in off-campus facilities, usually in groups of six to eight in apartments or suites of rooms. Discussion with leaders of this group also indicate the same conclusion. One theme which seemed to permeate the reactions of both the Latin American and

Profile of the University of California

-3-

the Arab students to my questioning was that they did not want the situation as it is. They prefer to be with American students when they could find reasonably happy companionship. This was somewhat in contrast to the impression that some American students and members of the administration have that the nationality groups prefer to be with each other. My discussions lead me to believe that this contradiction can be accounted for by the fact that the nationality groups, both Latin American and the Arab students, once having become a part of their "clan" are reluctant to give up the security and the feeling of belonging which go along with this kind of association for what they believe to be (probably quite properly) the loose, casual and impersonal relationships likely to obtain in the University dormitory situations.

As far as advisory and counselling services are concerned, it seems again that the bulk of the foreign student population either does not know or in any case does not avail itself of the advising and counselling services which are offered through the Foreign Student Adviser's Office. Some express the opinion that their lack of interest in securing these services is based on past experiences which they felt were very unhappy and most unsatisfactory with respect to the attention which they got or the solutions which were offered to their problems. They seemed to feel as though they were dealt with like cogs in a big machine.

One of the major difficulties with the foreign student program at the University of California is that as far as I could determine, there is virtually no relationship between the student government and the foreign student program. This simply was not one of the areas which seemed to demand any great amount of concern or interest on the part of the student government as a whole, even though there were individual members of the Council who, because of their functions or because of personal interest, were concerned with what happens to foreign students at the University.

In sum, there is a vast area of possible improvement with respect to foreign student programming at the University of California. In all probability, very little could be done to bring about any substantial amount of improvement simply by administrative or faculty effort. The mere size of the job would seem to demand a much more overt and active concern on the part of the student leaders and of the student government per se.

Discussions with Dean Stone

I had about an hour's conversation with Dean Stone concerning the Foreign Student Leadership Project and its possibilities at the University of California. During the course of this conversation, Dean Stone made it perfectly clear that as far as the administration at the University was concerned, there was some serious doubt as to how effective such a program could be. He doubted, for example, that a student who could not have a full academic program would be able to get the most out of his experience at the University. He felt that the time on the hands of the student might perhaps lead to less serious pursuits. I suggested that this would not be likely to be more serious with respect to the foreign student coming under our program than it was for many students, foreign and American, who are already studying at the University and that, in all probability, the attention that would be devoted to the program of our student would seriously limit the possibilities of his wasting his time. Dean Stone also raised questions with respect to the admissibility

Profile of the University of California

of students under our program to the University. I pointed out that we expect the students could be admitted to the Universities within the framework of the normal admissions requirements. Several other questions raised by Dean Stone initiated some hesitation as to the validity of the very basic assumptions of the program and its possibilities with respect to training students for leadership. This seemed somewhat odd to me especially in view of the fact (of which he reminded me) that he was one of those who supported our request for the grant for the Project. After some half hour or so of discussion, however, Dean Stone did indicate some interest in the program, although he made it clear that in all probability there would be no kind of support coming from the University in terms of finances or scholarships for students who might be sent there. Of the students with whom I spoke, only three impressed me as being the type which we would be happy to have associated with this or other projects in terms of their leadership qualities and comprehension of the basic objectives of NSA student activities. The first was Mary Ann Meylan. Mary Ann was one of several students called to a luncheon meeting to discuss with me the possibilities of the PSLF at the University of California. She had been a participant in the California Regional ISRS. I was very much impressed by her grasp of the significance of the PSLF as well as the significance of USI programs in general. She seemed forceful and clear in her expression and not a little courageous in the way she took to task other members of the ASUC for their apparent lack of interest in a program such as PSLF which would demand more of them than the consideration as to "when and how to both hire and fire the coaches." Miss Meylan, who has lived abroad for several years and who speaks French fluently, is very much interested in international affairs as a career. Her immediate plans for the future are not quite settled. There is a possibility that she may receive a Fulbright grant to study in France and she also has the possibility of staying on at the University of California for graduate work. She is also very interested in applying for the International Student Relations Seminar for the summer of 1956. She indicated that her own plans for the future will be somewhat conditioned by whether or not she will be accepted for the Seminar. She is twenty-one years old, well informed in general, and especially interested in the fields of international affairs and international politics. She has travelled extensively in Europe and was a member of the Cal Indo team of 1955.

Alex Boldin is the NSA Coordinator at the University. She is an intensely interested young lady and has apparently made a great deal of sacrifice in order to keep PSLF to the fore rather than thinking of the ASUC, a job which she claims is highly unrewarding. She seems to have a very sharp mind and a ready grasp of NSA, its policies and programs. She did strike me, however, as being somewhat shy and retiring, although I gathered from others that this is not exactly the case. She seems very anxious to find something to do on the Cal campus which will make NSA a reality for the average student. She is particularly interested that that be something in the sphere of international affairs. For this reason, she is very much concerned to get the PSLF initiated at Cal.

My impression of Bob Hamilton is that he is a very able and efficient administrator and that he runs the ASUC with a flair for getting the business through at the various ASUC meetings. My impression is that the position of President of ASUC would itself tend to blunt the ideals and deeper motivations for anyone assuming the position. Consequently, it is rather difficult for me to make any really valid assessment of Hamilton's abilities. I was informed by those who knew him well that he is intelligent, personable and interested. I can only say that the context in which I met and spoke with Mr. Hamilton and saw him in operation does not permit me to confirm any of these observations.

Profile of the University of California

In sum, it is my recommendation that we do not include the University of California in the Foreign Student Leadership Project for this year. I feel as though there is considerable potential for the development of a good program at the University, but I believe there is a great deal more groundwork which must be done in order for us to assure ourselves that the program would be reasonably well administrated and would have the support of a sufficiently large number of students and administrators.

Profile of the University of Colorado

On March 5, I had luncheon in the University of Colorado cafeteria with the following representatives of the administration: Dean Huston; Dean Dyde; the President of Student Government, Dick Glde; the head of the University Housing Administration, Cliffe Yoder; Alan Haagensen, President of the University student body International Relations Student Council and the Foreign Student Adviser, George Hundley. In addition, I spoke in private discussions with Dean Dyde, Mr. Yoder of the Housing Administration and the Foreign Student Adviser, George Hundley. On the whole, I was very much impressed with the University administration's attitude toward the Project and the willingness and enthusiasm they manifested to get the Project underway and to provide every possible support through the administration and the faculty for making the program a success. I was particularly impressed by the representations made both by the Dean of Students' Office and the Foreign Student Adviser that they would only act in the background but preferred that the student government itself assume the major responsibility for the implementation of the program. Dean Huston, for example, made it clear that the administration would keep a watchful eye on the Project but in all areas where students could carry out the responsibility, they would encourage that rather than assuming such prerogatives for themselves.

I also had a long talk with the Foreign Student Adviser. He seemed to appreciate very much the meaning and significance of the Project and expressed a great desire to think in terms of an expansion of the Project at the University as a permanent feature of its foreign student program. This of course was encouraging inasmuch as this is the type of thing which we are hoping to be able to do on all campuses.

One of the more interesting aspects of my visit to the University of Colorado was the unique interest shown in the Project by the Housing Administrator, Mr. Yoder. He was particularly hopeful that the student's residence arrangements would be such that in themselves they would be a unique kind of education. He has plans, for example, for putting the student in a room with a key student leader — a leader not only in the overall extra-curricular activities program but also in the housing programs. Each dormitory has a unique set-up for providing a community atmosphere among the residents of the house. Mr. Yoder thought this could be a particularly instructive aspect of the student's stay at the University of Colorado.

Student activities. The University of Colorado has frequently been accused of being an "activities school." This, I suppose, has the suggestion that there are hundreds of organizations and activities but without very much depth. The University is also accused (and this is a comment which I heard from some of the administrative personnel and students at the University) of being far more interested in the impact that it makes with respect to other colleges and universities, the reputation which it receives on a somewhat superficial level, etc. than it is in the quality and educational significance of its extra-curricular activities program. My judgment is, after discussion with both administration and the faculty as well as with representative members of the student body, that they are very much aware of this problem and are doing a number of things in order to create a more profound interest on the part of all elements of the University community in making the extra-curricular activities program — or as they call it, the co-curricular activities program — a really valuable adjunct of the academic life of the University. It was on these grounds that they justified their enthusiasm for the Foreign Student Leadership Project.

A particularly interest facet of the student activities program at the University of Colorado is their program for developing leadership. This is a program which has been fairly well developed and includes in its implementation the Associated Students of the

Profile of the University of Colorado

-2-

University of Colorado, the psychology department, and the Division of Personnel, who combine their services to organize each year a series of leadership workshops. These workshops are usually held off the University at Estes Park. In going over several reports of these workshops and discussing them with the various students who have attended them in the past, it seems as though they are doing a reasonably effective job of developing campus leaders. It must be said, however, that for the most part up until now, the workshops have tended to be somewhat superficial and the use of the group dynamics technique I think has somewhat overshadowed the content of the leadership program.

International Student Programming. The University has no International House. Foreign students are usually housed with the American students or in separate facilities. The Cosmopolitan Club of the University which groups together representatives from the entire foreign student population has had a moderately successful program of integrating foreign students into the University campus life. However, as on most campuses, most of the activities of the foreign students through the medium of the Cosmopolitan Club tend to be rather specialized and things which are done for foreign students rather than activities which emphasize the normal student activities program, particularly those activities which are concerned with student government as such.

The advisory and counselling services at the University tend to be shared both by the Foreign Student Advisor, Mr. Hundley, as well as by the University Counselling Service. In discussions with foreign students, I find that these services are reasonably effective, although again in terms of the Foreign Student Advisor, there does not seem to be a great deal of enthusiasm for the specific services which are rendered through that office.

From discussions both with foreign students and the American student leaders whom I questioned about the subject, the orientation program at the University is rather poor. However, it is almost exclusively dedicated to the "travel-the-US-America" type program and with some minimum description of the University, its facilities, courses, and regulations.

A special note about the possibilities of programming at the University of Colorado should be made. This institution seems to be uniquely well suited for providing opportunities for seminar-type courses and discussion groups. Dr. Jack Gibb, a national authority in group dynamics, conducts several courses in the seminar field and he and other members of the faculty have made it quite clear that they would take special interest in the program for our foreign students. I also had discussions with Dr. Hegeman, Chairman of the Sociology Department, who promised his personal support in assuring that faculty personnel would be available throughout the year for helping in the evaluation aspects of the program at the University. Finally, I should add that many of my views with respect to the information that I received had about the University generally were gained as a result of discussions with Marry Blumborg who has been with the student activities program at the Union.

Student Leader. Dick Oldo. Dick is a dynamic and enthusiastic President of the Associated Students of the University of Colorado. He is a young man of somewhat above average intelligence with a fairly good grasp of the meaning of student government and its potential role on campus. His general political orientation is conservative - consonant with the Eisenhower tradition. In watching him in operation and in discussion with some of the ASUC members, I authored that he is not particularly strong with respect to administration. He has, however, a very likable personality and no doubt makes up in this respect for what he lacks in administrative ability.

Profile of the University of Colorado

-3-

Dan Daniels. Dan is one of the more impressive student leaders whom I encountered at the University of Colorado. He is one of the ASUC commissioners and has been very active in the program of student leader development. He is mature, sincere, and very intelligent. He has had a long history of involvement in the student activities program at the University. His background is somewhat unusual insofar as he has studied for the ministry and apparently at some point in the last year or two, decided to re-orient his activities toward more secular pursuits. He, in his capacity as one of the more active members of the International Relations Club, manifested a rather keen appreciation of foreign affairs and was especially interested in the Foreign Student Leadership Project. My one reservation is that he is so active in such a large number of organizations that I would tend to doubt that he can be very effective in many of them.

Cassie Anderson. Cass Anderson is certainly one of the top leaders at the University of Colorado and my own judgment is that she probably ranks considerably above any of the others that I met. She is a little bee-hive of activity and has a very sharp mind and an ability to come quickly to the essence of the matters with which she is faced. She has a very dynamic personality with a great deal of personal charm, although not particularly attractive physically. She is widely respected on the campus for her activities and for her liberal outlook. She is also an ASUC commissioner and, at the moment, is very busy organizing an independent party at the University, which should be somewhat free of the domination of the fraternities as are reputed to be the other parties.

I strongly recommend the inclusion of the University of Colorado in the Foreign Student Leadership Project for this year. Further, as the University indicates that it may be able to accommodate two students, it seems to me that this is one of the institutions where the program which is likely to be established justifies our sending two students. I believe, however, that the program development here will have to be watched very carefully since I have the feeling that the enthusiasm, at least among the students, somewhat outruns their capacity to really come to grips with the problem of setting up the kind of activities program with which we are concerned.

Memorandum of February 25, 1956
Profile of the University of Texas

The University of Texas is a large state university situated in a rather small, provincial southern town. The higher echelons of the administration appear to be relatively conservative and careful not to offend the interests and predilections of an even more conservative Board of Regents which is under the watchful eye of a yet more conservative state legislature. With all of this, the University as a whole has tended to operate with a considerable amount of autonomy and the growth of a rather liberal attitude toward students and student organizations in most fields has been unique throughout the south. Much of this group has been spear-headed, as in the case of other universities, by an effective and articulate group of young professors who are keenly aware of the necessity for the University to expand intellectually as well as to move away from the rather stultifying social and political orthodoxy which characterizes a number of southern institutions. In one significant area, the administration still appears to be bound by its traditional conservatism and parochial outlook -- and this is in the field of foreign student programming. The University of Texas is, I am sure, unique or almost unique in the fact that there are almost six hundred foreign students at the University, one of the largest groups in the country, whose programming, counselling and other kinds of assistance are handled by a staff of two and three-quarters people which includes the Foreign Student Adviser who tends to spend more time away from his specific duties as Foreign Student Adviser to the students at the University of Texas than he does at the University. This in effect leaves about one and three-quarters persons to handle the programming, counselling and other problems for almost six hundred foreign students. The foreign student population at the University of Texas has grown tremendously in the past four or five years. The administration has been fully aware of this growth in foreign student population and has done nothing whatsoever to discourage it and there are indications that the prestige factor which comes with having a large foreign student group on campus has indeed probably encouraged the administration to invite greater foreign student enrollment at least, if not indirectly, through its admissions policies. Unfortunately, here the interests and the responsibilities of the administration toward the foreign student seems to end. (I will go into this matter in a more detailed manner in a separate memorandum.)

With respect to the student body at the University of Texas -- although there are strong and articulate exceptions, they seem to represent as a group the more liberal and responsible elements of the new South. I feel reasonably certain that this is the only major southern university about which such a generalization could be made. This, however, does not alter the fact that the majority of students at the University as elsewhere are relatively apathetic, particularly in terms of international relations or international affairs.

The Student Association

I attended a meeting of the Student Association during which there were discussions, or at least presentations, of resolutions concerning desegregation and also concerning a question of censorship of the student newspaper at the University of Texas. I was tremendously impressed with the quality of discussion at least in the unofficial discussions that I had with members of the Association on both subjects. I was also impressed with the maturity and clarity of the more important resolutions which were presented on both issues. After addressing this meeting of the Student Association concerning the Foreign Student Leadership Project, I was also very much encouraged by the

Profile of the University of Texas

-2-

nature and the scope of the response as represented by the questions which were asked. On the basis of the meeting which I attended and extensive discussions with the President of the Student Association, various members of the Executive Assembly, and with other students on campus, I am persuaded that the Student Association is a very well-structured, efficiently operating unit. An examination of its standing committees, officers, and reports of the various committees indicates that the interests of the Student Association are comprehensive and the relative emphases of meaningful and significant student activities within the program of the Student Association are indicative of mature and capable leadership.

Although the consciousness of the National Student Association and its program and policies is still apparently limited to a relatively small number among the leaders of the Student Association, there are people who compare favorably with the best of NSA leadership that I have seen anywhere. The NSA Committee of the Student Association is well led and fully conscious of the need for developing programs on campus which make NSA a genuine reality not only for the student leader but for the average student. The people on the Committee seem to be not afraid of work and quite willing to put into their program the time and effort necessary to make NSA more of a reality for the average student on campus. Their files are well designed and, as far as I could detect, complete. The plans of the Student Association leaders as well as the NSA Committee for the growth and expansion of NSA on campus are encouraging. To use one specific illustration — I speak with the head of the NSA Subcommission on Desegregation. The work of the Subcommission on Desegregation will undoubtedly be based on the very fine work of the Human Relations Commission at the University of Texas, which is responsible for laying the groundwork for the very smooth integration of negro students who will come to the campus for the first time as undergraduates in the coming fall semester. The Committee has gone about its work in a very responsible and devoted manner. For example, in order to make sure that negro students will have an opportunity to participate fully in the University life, they have cleared with all necessary student and administrative groups to be sure that every kind of activity on the campus will be open to negro students who wish to participate. This includes social as well as academic programs. They have also gone out into the community to be sure that at least in the University area, there will be places, if not all places, where negroes will be welcomed for eating and drinking and, in other ways, sharing the life of the average University of Texas student. I also attended a meeting of a Faculty-Student Association Sub-Committee, i.e., including both faculty and students, which was concerned with possible reforms or adjustments in the extra-curricular activities program. They were particularly concerned with the proliferation of extra-curricular activity groups and with the number of groups with which any one student was associated. The investigation, the discussion and the conclusions of this group of faculty and students was one of the most responsible and thorough which I have witnessed with respect to student-faculty enterprise of this kind.

International Awareness in Foreign Student Programming

It must be restated that the status of the average student's international awareness and consciousness of international responsibilities, not only in the general world sense but in terms of his own environment, i.e., to say the least, unsatisfactory. One of the reasons for this condition appears to be the relative lack of emphasis of international relations as a discipline within the academic curriculum. This in turn is attributed by both student leaders and faculty persons with whom I spoke to the general lack of concern and conservative approach of the administration. The results of this failure to emphasize international relations in the form of the curriculum or through extra-curricular activities

Profile of the University of Texas

-3-

is in part the general insensitivity of the students at the University to their foreign student problem. The International Office of the University is largely concerned with the more technical aspects of the foreign students at the University, such as problems which arise as a result of immigration laws and regulations. In general, there is no program for the foreign student. The only program which seems to exist is the program which is developed by the various nationality groups for themselves. The housing situation is particularly unfortunate insofar as the vast majority of foreign students are living in their own nationality groups in private housing throughout the University area. A very small number of the students are actually living with American students at the campus. The foreign students themselves feel this need very strongly and are apparently very unhappy about the necessity to live in national groups. I am attaching to this memorandum a copy of a report which was written by a former chairman of the International Council of the Student Association which is a body responsible for the general coordination of international programs at the University. This evaluation clearly illustrates the defects of the foreign student program at the University of Texas, and my investigations substantiate almost to the letter the observations made by the writer of the report. I would therefore confine my remarks to the reasons why I believe that despite the defects which have been noted in the Morgan report, and despite the defects which I have outlined above, I would recommend the University of Texas as a prospective participant in the Foreign Student Leadership Program. The first reason is, of course, the over-all effectiveness of the Student Association as a mature and responsible organization dealing with extra-curricular activities and with important student problems at the University of Texas. The leadership of the organization is capable and very conscious of the needs of developing their own program and particularly of broadening the effect of their programs in their student body at the University. Secondly, there are among the faculty a number of professors who are keenly conscious of the shortcomings of the international program, and also conscious of the need for developing the international experience of the student body as a whole. Third, the specific organs of the Student Association, such as the International Council and the Foreign Relations Secretary as well as the Student-Faculty Advisory Committee are all anxious to participate in the Project, not only for its intrinsic worth in terms of the foreign student himself but also in terms of what they may be able to do for other foreign students at the University and for the American students. They feel, and I agree, that the possibility of developing the program for the one or two foreign students who might come to the University would show the way for a more general approach to improving the foreign student program at the University of Texas. There is little doubt in my mind that the guarantees which I secured from the President of the Student Association and from other members of the Student Association who would be concerned with the Project in the coming year are sufficient to ensure that one or two foreign students coming to the University of Texas in the following semester would be amply taken care of, not only in terms of his personal needs and development, but also in terms of proper orientation and placement for the Foreign Student Leadership Project. The Student Association, also, with the concurrence of a representative from the Dean of Students Office as well as from the Foreign Student Adviser's Office, has guaranteed the report, at least for board and lodging, of one or two students who would be assigned to the University.

In belives, however, I think I would have to say that the over-all benefits of the Foreign Student Leadership Project at the University of Texas would accrue more to the University itself and to its needs in terms of foreign student programming than possibly to the student or students who would be attending from foreign countries. The prestige that the FSLP program would open up the way for the University of Texas to fulfill in a more effective manner its responsibilities toward the foreign students who are already there.

Profile of the University of Texas

seems to me well worth following through. In addition, I think there are sufficient guarantees that the foreign student or students will be exposed to participation in a very effective extra-curricular activities program.

Memorandum of February 22, 1956
Profile of Dillard University

My visit to Dillard University was very disappointing. In the first place, I spent more than four and a half hours trying to locate John Quincy Adams, the former NSA Seminar participant. After finding him, I found that his activity in the past year had been virtually nil. He explained this by suggesting that his studies had taken up an extraordinary amount of his time, but this was a very poor excuse for not even answering letters which had been written to him, requesting information, also for the Seminar evaluation sheets, etc. In trying to seek out some of the administration people as well as other student government personalities on campus for discussions about NSA locally as well as regionally, we struck an absolute zero, not having located the first person after two hours or so of walking around various offices and various dormitories.

However, in the four hours or so in which I was trying to track down John Quincy Adams himself, I did have an opportunity to speak to other students who had no particular responsibility for student government or any other major student organizational activity on campus. I was impressed with the singular lack of enthusiasm or interest even in any kind of student program other than the little contests for campus queens, athletic programs and so forth. (I might add that my low opinion about the student programs at Dillard University is almost universally shared by other people in New Orleans who have a closer contact with the situation than I have.) Inasmuch as I had several other appointments to fill the day that I was at Dillard and the following day, I had to leave with virtually no results in terms of finding out about the degree of interest in NSA or other student activities on campus from any really responsible source. One rather curious and inexplicable fact is that I learned from John Quincy Adams that during lunch, we had been sitting at a table across from the table at which sat the President of the Student Council, who was a delegate to the Eighth National Congress and whom I had met. Presumably, he saw me and recognized me but did not even bother to make himself known or to say anything to John Quincy Adams. Adams offered no explanation for this rather odd situation, and needless to say, my impression of Dillard University was not enhanced by it.

Memorandum of February 22, 1956
Profile of Xavier University

Administration

Xavier University was founded by and is operated by an order of nuns established by a young Philadelphian woman for the purpose of working exclusively for the education of negroes and Indians in the United States. This fact is important for an understanding of the generally protective and conservative atmosphere which pervades the administration of the University. The nuns are, on the whole, aware of the need for expanding the contents and horizons of their student body. However, their fear that the students at Xavier University may become contaminated by their contact with possibly Communist and other undesirable students in large student organizations has tended to stultify the growth of student action and student programs which are based on an association with outside student organizations. The faculty is by and large divided into two main groups — the older professors who have been with the University for some time and whose attitude toward student activities, especially as they relate to outside organizations, is hands off, or at least not to do anything which is likely to get them, as individuals, on the wrong side of the administration. On the other hand, there is a group of younger professors led by the present Dean of Students, who is himself a former graduate of Xavier University and also of the University of Michigan, who are keenly aware of the isolation, cultural as well as geographical, of the students at a small downtown Catholic college for negroes. Moreover, these professors and the Dean of Students previously referred to are very anxious to develop the awareness among students at the University of their international responsibilities as well as the need for developing leadership on the campus. These two basic facts concerning the atmosphere within the administration constitute the source of a continuous and, although not overt, nevertheless intense struggle for authority and for influence within the total University structure.

The present Dean of Students, Mr. Julian Parker, has attended four or five NSA Congresses and is fully aware of the total scope and nature of the NSA program, and highly dubious that Xavier students continue to take an active and influential part in NSA regionally as well as nationally. Each year Mr. Parker is responsible for carrying the battle with the administration for the removal of recognition of NSA and for the necessary financial appropriations for Attendance of Congresses, etc. In addition to Mr. Parker at the University, the Student Councilor, Mr. Floyd, and a Professor of Sociology, Mr. Steven Ryan from Philadelphia seem to constitute the core of the young movement within the University administrative and faculty set-up.

The Student Body

I attended a meeting of the Xavier Student Council and addressed the meeting with respect to the international program of NSA and also spoke a few words about the Foreign Student Leadership Project. I was very much impressed with the quality of some of the student leaders represented in the Council. I was also impressed by the degree of interest and awareness of NSA and its total program as represented at least in the Student Council. The particular meeting that I attended had as its main topic of discussion the action that was to be taken by the Student Council at Xavier University with respect to the expelling of Miss Authorino Lucy from Alabama University. The discussion was very mature and the action suggested seemed to me to be well thought out and also responsible. I gathered from the tone and nature of this discussion as well as from subsequent talk with the student leaders at the University that they are very keenly conscious of the division of opinion among administrative and faculty persons with respect to the relative freedom of action and the association of Xavier students with outside

Profile of Xavier University

organizations. They are nevertheless themselves — that is, the Student Council and the student leaders — very articulate in voicing their own opinions with respect to their desires for the maximum contact and work with outside organizations. They seem to be waging an increasingly effective struggle with the conservative element within the administration for the inclusion of Xavier students in many community and regional as well as national student organizational movements. In addition to the various movements of the National Student Organization, they are one of the key member groups of the Catholic colleges in the south which are taking action now on the problem of desegregation. It seems perfectly clear that some of the public statements which the Xavier students have made with respect to their feelings and their role in the problem of desegregation must be slightly embarrassing to the more conservative elements within the administration. But this has neither slowed nor muted their interest or activity in the field.

However, with all this interest and NSA consciousness on the part of the student leaders, particularly as represented in the Council at Xavier University, it must be said that by far and large, the majority of the students at the University seem to be little aware of any responsibilities or possibilities of constructive action outside of the narrow confines of the University scene, and in this I mean the social life of the University. In this, therefore, they seem to be typical of most other colleges and universities in the country.

Individual Student Leaders

Among the students whom I spoke with and with whom I was very much impressed are the following: Miss Ann Dugan, who was one of the delegates to the Eighth National Congress of NSA. Miss Dugan is an extraordinarily clever and capable young lady who has a full consciousness of NSA and its programs and seems to work tirelessly to keep alive an interest in NSA, not only among the students but also among the faculty and administration. She has a rather mature personality, considerable amount of calm and poise, and the ability to express herself very effectively. She seems very much interested in revitalizing NSA regionally in the Great Southern area, but somewhat frustrated by the difficulties involved in terms of possibilities of cooperation with other schools in the area, particularly those in rather remote sections of the Great Southern Region. It is possible that Miss Dugan will be a delegate to the Ninth Congress in Chicago. I would recommend very careful watching of Miss Dugan for future use to NSA in its regional as well as national programming.

By far the best and most capable individual at the University is Ernest Thomas who was the star of the Xavier delegation to the NSA Congress in Minnesota. Today, as he is known, has the respect of the vast majority of the students at the University as well as the key members of the administration and the faculty. He is engaged in several projects involving desegregation, not only the NSA aspects but as well those concerning the program of the National Federation of Catholic College Students and also a local New Orleans mixed Catholic group working with the problem of desegregating at the Catholic secondary and elementary schools. His qualifications are well known to NSA officers who attended the Minnesota Congress. I would only add that if there are any possibilities for utilizing Mr. Thomas even after his enrollment in medical school in Meharry College, Nashville, Tennessee, the responsibility should be carefully developed.

One of the younger student leaders with whom I was very impressed was a Mr. A.P. Turcand. Turcand is the son of a very prominent New Orleans lawyer, presently with the

Profile of Xavier University

-3-

Legal Counsel for the NAACP in New Orleans. He himself was the original test case for the admission of negroes to the Louisiana State University. He was eventually expelled from Louisiana State University although I am not sure of the grounds. He is an intelligent, relatively mature person with a wide interest in student affairs and student activities. He is very well respected on campus and has the ability to express himself capably. He has travelled in Mexico and intends to travel through Europe, I believe, in the coming summer.

Another student leader who impressed me considerably and who is also a member of the Student Council is Mr. Charles Henderson. Henderson is an African student from Accra in the Gold Coast and although soft-spoken and somewhat mild-mannered, has very strong ideas with respect to the possibilities and necessities of negro students, particularly students at Xavier University, for involving themselves more effectively and more actively with national and international student groups and organizations. Henderson strikes me as being an extraordinarily capable young man, with a very high degree of political sophistication. It is necessary, however, for students at Xavier University and others to interest themselves more in him as a person and people like him, the reason being that his interests are such that they do not seem to be satisfied by the rather parochial and provincial atmosphere in a southern town. To satisfy his broader interests, therefore, during the past summer he attended and was very favorably impressed by the Encampment for Citizenship. He was, however, very highly incensed by a report which came back to the administration of the University that he had spent the summer in the company of Communists and was under the leadership of a Communist-dominated organization. This seems to me to be a bit of talent well worth watching and working with.

On Friday, March 1st, I visited Stanford University to discuss certain aspects of the Foreign Student Leadership Project with a member of the Advisory Board, Mr. Werner Warmbrunn.

Mr. Warmbrunn and I discussed for some length of time the possibilities for a foreign student leader at the University of California. Although he did not feel competent to comment in great detail with respect to the student activities program, Mr. Warmbrunn shared some of my reservations especially with respect to FSIP. However, Mr. Warmbrunn felt that it would be very useful to have one of the foreign student leaders on the West coast, and promised that if the problem at the University of California proved in the final analysis to be that of getting sufficient support from the administration, he felt that he would in all probability be able to make certain interventions for us with the admissions office or the Dean of Students in order to ensure a certain amount of administrative cooperation.

Profile of Stanford University

Although Stanford University was not being considered for the Foreign Student Leadership Project, I took the opportunity of my visit to discuss both with Mr. Warmbrunn and with certain student leaders the possibilities of the Project either this year or next year, and also discussed some aspects of the student activities, particularly NSA on campus. The day before I arrived at Stanford, NSA had been defeated in a campus-wide referendum. In discussions with certain student leaders including the President of the Student Council, and Mr. Jim Everett, the NSA Coordinator on campus, I became convinced that the basis for considering NSA at Stanford had little or nothing to do with the merits of the organization as such and was very much concerned with the particular personalities who were heading the debate. Further discussions lead me to conclude that the general attitude of the students at Stanford University — a certain complacency and perhaps even cynicism with respect to "do good" organizations on campus is not entirely conducive to work such as NSA in general or the Foreign Student Leadership Project in particular. It appears that one of the greatest lacks is the absence of instructive far-sighted leadership. Inasmuch as so much of campus politics tends to revolve around personalities, it is unfortunate indeed that the last elected President was one of a group who ran on a platform roughly resembling the platform devised by New York's East Side kids. This is not as facetious as it sounds inasmuch as one of the hallmarks of the candidate and his supporters were the Marlon Brando type black leather jackets and caps and dark shirts, etc.

The fact that this faction won the last student body president elections provides the key to the understanding of why NSA is not entirely popular at Stanford.

On the other hand, I attended a discussion in the International Activities Commission of the student government of the possibility of constructing a kind of retreat house on the outskirts of the campus which could be used by various campus groups for discussion of student problems and for having meetings in a relatively secluded area. Both the quality of the discussion and the quality of the participants in the discussion were in decided contrast to the impression likely to be conveyed by an observation of the antics which take place during a student government election. Paradoxically enough, one of the most effective participants in the discussion was the newly-elected President of the Student Council who ran on the platform which I have described above. My feeling is that it will take some one or two years of good, patient leadership in order to get NSA properly received on the Stanford campus. I suggest that this can probably best take place within the context of a general campaign to improve the quality and efficiency of the student government machinery and operation.

Memorandum of February 22, 1956
Profile of St. Mary's Dominican College

About the most important thing to be said about Dominican College is that the Executive Vice-President, Mr. Philip Des Marais, is a devoted and tireless worker for the cause of NSA and has been doing all within his power to assist in the various programs that are trying to get underway in the area. He is extremely anxious, for example, to have an International Relations Seminar and is willing to provide facilities for the seminar at Dominican College. We discussed it at some length, particularly in terms of the group who could be responsible for the initial planning and organization of such a Seminar. I had suggested, and Mr. Des Marais agreed, that in all probability, the easiest and most practical manner of going about the establishment and planning of the Seminar would be to get a group of students from the various member colleges in the area, which include, of course, Xavier and Dillard, to act as the planning committee, and that they should receive permission from the regional and national authorities and simply proceed on that basis without requesting any formal action on whether or not they should proceed with the Seminar, but making sure to invite participation from other colleges and universities in the area both in the planning stage of the Seminar and in terms of possible participants. The difficulty of course is that the student body at Dominican College seems to be relatively immature and the few young ladies whom I met are virtually neophytes in the work of NSA. Although the students seem to be somewhat willing and anxious, it would require a rather long period of indoctrination before they would become fully aware of the nature and scope of NSA's program. We can, I believe, depend upon Mr. Des Marais to fulfill this need. However, it is rather difficult for me to conceive of how he can instill enough initiative and spark into these girls to act as the driving wedge for the establishment of the Seminar. I have spoken with people at Xavier University, particularly with Ernest Thomas, to encourage them to get in touch with Phil and work out a plan for getting the Seminar established. In sum, however, it seems to me highly unlikely that any Seminar will get underway in the Region for the coming spring or summer. My feeling is that the nuns at Dominican College would be even more hesitant about the participation of Dominican College in NSA were it not for the fact that they have a great devotion to Phil Des Marais and trust his judgment in not leading their girls astray.

Memorandum of February 22, 1956
Profile of Loyola University

Unfortunately, it did not prove possible for me to get in touch with any of the student government people at Loyola University. The few students with whom I spoke were absolutely unaware of NSA or what it was.

I was, however, able to speak with one of the leading lights at the University, particularly in the field of the question of desegregation — Father Joseph Eichter, who is the author of a number of sociological texts and who has also just published a book which is a sociological study of a Catholic parish in a New Orleans area. He is a somewhat controversial figure in the area since he has been one of the leaders of an organization throughout the south whose major purpose is, I believe, to work toward racial harmony and particularly toward desegregation of the schools, both Catholic and public schools. He is and has been very much aware of NSA, and in his role as professor at the University, is apparently doing a great job in trying to sell NSA to some of the students and student leaders with whom he comes into contact. However, he is the first to admit that it is a long uphill struggle and that it will probably be some time before the provincialism and parochialism of the students at Loyola will allow them to be really effective participants in a national student organization.

Memorandum of February 18, 1936
Profile of Allegheny College

The first notable characteristic of Allegheny College is that it is a fraternity-dominated campus. This is true despite the efforts in the past few years on the part of certain members of the administration and other new students to do away with or at least mitigate to some extent this situation. However, the effects of the efforts over the past few years to provide a more central and more inclusive focus of allegiance for student activities is that there is a general awareness or consciousness among the students, faculty and administration of the need to democratize campus life. In fact, this has come about to a considerable extent. The Allegheny Undergraduate Council appears to be one of the best functioning governments which I have yet observed. The Council itself is composed of twenty-five members with an executive committee of six members and thirteen standing committees, all of which seem to be fully active. A valuable adjunct to the Allegheny undergraduate Council is the Associated Women's Students. This group is composed of a body of officers, a senate, a senior court, an activities board, a coordinator, a residence coordinator, and a fire marshall. And, finally, a further aspect of the total picture of student government is the Inter-fraternity Council.

As would be expected, a picture of the structure of the student government gives very little indication of the dynamics of the organizations and the relationships of one group to another, or of the relative importance of particular individuals within the groups and within the total campus situation.

As has been pointed out above, there has been an attempt to democratize the campus, particularly by way of lessening the hold of fraternities on campus life. The initiative for this action has seemed to stem from certain younger members of the faculty, apparently led by the present Dean of Students who has come to Allegheny from Muskingum College, Ohio. For the past five years, his program of providing a more central basis for student activities, namely through the Allegheny Undergraduate Council, has appeared to be very successful. Recently, however, with the appointment of a new President to the University, there is a grave concern among these younger members of the faculty as well as among a large number of the students that the progressive program initiated during the past five years is to be jeopardized. This notion has come about partially through the words, oral and written, of the new President. He has made statements to the effect that he intends to "combine some of the progressivism of the East with the conservatism of the Midwest," and he has in private informed other members of the administration and the faculty of his dissatisfaction with certain of the younger progressive teachers. In addition to this, he has let it be known that the contracts of two of the leaders of this group are not to be renewed. On the student side, as of last year, four of the more prominent student leaders who had already been pledged to one or more of the fraternities on campus, after a few months of their pre-initiation fraternity life, gave it up in disgust. They formed what has since become known as "The New Group." I have met all four of these men and find them outstanding in every way — scholastically, in terms of personal leadership ability, in their seriousness of purpose and general social and political outlook. Although "The New Group" was originally the four men concerned, it has now come to be a kind of movement with a number of other so-called independent students aligning themselves with these four individuals to form a relatively effective and new campus influence. In sum, what we have in Allegheny is a medium-sized college in a very conservative part of the country, formerly dominated by the conservative fraternity groups, now undergoing the throes of a revolution, as it were, sparked by younger members of the faculty, and approach being carried on by a rather small but articulate group of students. The student activities programs which

Profile of Allegheny College

-2-

have been initiated and maintained by this group are in my view extraordinarily effective. The progressive group on campus is, however, very much concerned less the progress which they have made over the past few years is now to be threatened by new conservative tendencies within the administration. There is a great deal of soul-searching going on at Allegheny among the younger and older professors, administrative personnel, and even among the students. There is a great deal of self-appraisal and of self-criticism. One really gets the sense of a social group in ferment. My own view is that those tendencies which have been set in motion during the past five years: the relatively high degree of confidence and cooperation between students and faculty, the comprehensive program of student-run and student-maintained activity, and the move toward more dynamic and more democratic central student organizations — are all tendencies which are probably with the College to stay.

The International Activities Program. Up until very recently, the interest in international affairs or the international awareness of students at Allegheny College was apparently very small. Part of the new spirit which has been described above has been a revitalized foreign students program. The work of integrating foreign students within the Allegheny community has been primarily the responsibility of a Foreign Students Committee. This Committee is headed by a Miss Leaverett; and on the Committee serve Dean McCracken, Mr. Lindsey, and one Dr. Murdock. I was very much impressed during the meeting of the Foreign Students Committee with the very deep awareness that the students and the faculty members seemed to have for the needs of the foreign students and for the responsibility of the college community in helping them to adjust. Although there are no special facilities for foreign students, the approach of the Committee seems to be to try to integrate the foreign students within the total community life without any special institutions or any special facilities. On the whole, this program has not been as successful as it might be, and this is recognized by the Committee. It seems as though the conservative tinge of the campus has hung on, particularly with respect to human relations problems. The Committee has worked very hard, for example to try to arrange dates for foreign students with Allegheny students. This is only given to illustrate their concern with the total life and adjustment of the foreign students on the Allegheny campus. It should also be mentioned that this Committee includes six very effective students.

In discussions with the Committee, I was very much impressed with their very deep concern with the objectives of the Ford Foundation Project and with their understanding of the needs which we have expressed in previous correspondence and also during my talks there. I am persuaded that even with the difficulties and disadvantages which should be apparent from my report up to now that Allegheny College would be an institution to make a very valuable contribution to the Project as a whole.

Personalities. Jim Remroy — Jim is a fairly intelligent and personable fellow, and apparently very popular at Allegheny College among students and at least among the young professor element. He has been very active in student affairs during his four years at Allegheny, and in the last year or so, has taken NSA quite seriously. He seems to have a moderately good grasp of NSA as an organization and its over-all objectives and programs. During the past few months, Jim has done an extraordinary amount of work in trying to get the Pennsylvania Region organized and in trying to conduct an International Relations Seminar for the Region. In talking with other people in the Region, notably Zaden Schubert at Penn, at least with respect to communication of plans and ideas for program with the important people of the Region, I gather Jim has done a good job. On the whole, I find nothing in Jim to criticize,

Profile of Allegheny College

Lynn Blanning - Lynn is President of the Associated Women's Students. I observed a meeting which she chaired, which was discussing honor systems. She was a very efficient chairman, although the discussion proved that she had not taken great pain to investigate the materials on honor systems which are readily available from FSI and some of which, I later discovered, were in the NSA Allegheny files. However, she is widely respected on campus and a very diligent worker. As far as I was able to determine, she has no extraordinary interest in foreign affairs, although she seems acquainted at least with those areas of international relations which NSA involves.

During my eighteen hours at Allegheny College, I was not able to have thorough discussions with many more of the students, particularly the members of the Allegheny Undergraduate Council who struck me as being above-average leadership types. Among those whom I would classify in this category, however, are Bill Regan, the President of the Allegheny Undergraduate Council, Jack Cotton, one of the Freshmen Counsellors, and Tom Jones, also a Freshmen Counsellor. In sum, I would certainly agree with the observation of Gemo Preston that here at Allegheny College, there is more potentially really good leadership per square foot than there are in the total of many other member colleges and universities. The reason for this is not only the activities program which tends to train in service younger and less experienced students for jobs of leadership in the various activities programs, but also the very patient and thorough and sensitive direction of student activities by the present Dean of Students, Mr. McCracken.

Profile of Allegheny College

but must admit that in just about all of his personal characteristics, as well as in his activities at Allegheny as far as I can determine them, the adjectives which apply are those like fair, average, moderate, and so forth. In other words, Jim seems to be a man of modest talents and pleasant personality who, because of the combination of circumstances and events at Allegheny, has risen to a position of very high leadership.

Art Blank - Art is a pre-medical student about twenty years old at Allegheny College. He is one of the leaders who established the Foreign Student Committee. He has an extraordinary interest in foreign affairs and he is also one of the four original members of the new group which I described earlier. Despite his career interests, Art has taken a considerable amount of time in order to study and work with counselling services and techniques and group dynamics as a whole. He was last year the NSA Coordinator on Allegheny's campus. He is now in the Freshmen Counselling group at Allegheny and will next year apparently be the head of the whole Freshman Counselling Program, which is, as I've been informed by the Dean of Students, a position of some importance and has up to now been a staff position. Art is widely respected on his campus by both students and professors. He has a few enemies, however, among the fraternity groups as a result of his resigning from his fraternity activities. Art is a very warm and sensitive individual with an almost instinctive ability to communicate himself and his ideas to those with whom he comes in contact. He has a very quick intelligence and seems to have very wide interests. Scholastically, he is at the top of his class and is thought by some of his professors and by most of his fellow students to be, and I quote, "a genius." Unlike many geniuses, however, Art is outgoing and responsive and with catholic tastes. He is one of the few persons, for example, with whom I have discussed the Foreign Student Leadership Project who seemed to grasp immediately the deeper significances of the Project and of the difficulties which one would have in realizing its objectives. His maturity of judgment and outlook are indeed surprising for a man of nineteen to twenty years old. In addition to his other talents, Art is an accomplished pianist, having earned money by playing with various combinations, and I am told by many that his Dave Brubeck style of playing has won recognition from top name band leaders who have visited the area. His rendition of classical music is also very widely respected. In sum, I think Art is an outstanding Seminar possibility and, in general, he should be watched for whatever use we can make of a generally good, all-around person. The disadvantages, as far as I can tell, are that I do not know whether or not he has any language ability, and secondly, he seems to be fully bent at the moment in pursuing his medical studies and allowing nothing to interfere, even during the summer when he intends to work in a hospital. I have initiated efforts to see whether or not he can be dissuaded from this latter.

Carl Metz - Carl is a political science major with a very keen interest in international affairs. He is about twenty-one years old and is mature and intelligent. He is very interested in NSA and particularly interested in the international affairs aspects of NS's program. He is a very pleasant person and recognized as a campus leader. He is a member of the Allegheny Undergraduate Council and is described by his professor as "a young man who is going places." I did not have an opportunity to speak with Carl at any great length, and the hesitations which I have about him are only the vague impression that I got from talking with him that he has slight tinges of the "operator."

Memorandum: Foreign Student Program
in Colleges and Universities

Introduction

The purpose of this memorandum is to set forth certain observations made on the basis of a trip to 125 colleges and universities around the United States in connection with the Foreign Student Leadership Project. Although this cannot in any sense be called an adequate sampling of the foreign student programs in colleges and universities throughout the United States, it is true nonetheless that the institutions represented include a reasonably good cross-section of the major types within our educational system. The purpose of the memorandum is simply to provide a basis for further analysis of the major aspects for foreign student programs and to suggest certain lines of action which would appear to be justified if the observations are sound.

Housing

Generally, the housing arrangements for foreign students at the institutions which I visited are very unsatisfactory. In some institutions, the International House serves as a symbol of the college or university's responsibility with respect to housing its foreign student population. This is particularly true at institutions which have a large International House. Unfortunately, even in the cases of the very largest of the I Houses, a very small percentage of the total foreign student population at the university is able to avail itself of these facilities. Most frequently, the foreign student population which does not live in the International House or some similar facility, live in housing units away from the campus and usually outside of the periphery of campus activity. Another characteristic of the housing situation is that the foreign students tend to develop little nationality groups and although these groups need not have a detrimental effect on the university community, the tendency seems to be that the need for personal security and relatively congenial living with compatriots encourages the foreign students to take the easy way out which is the natural inclination to be with one's own kind. Several of the universities' administrative officials, but most frequently the foreign student advisers, seem to be aware of the serious problem caused by the failure of the university to take greater pains to ensure that the foreign students' housing situation does not destroy the benefits of whatever other programmin exists at the institution.

Some of the detrimental effects of this isolation of the foreign students from American students through the absence of a housing program for foreign students are (a) the feeling which I frequently found expressed of being on the "outside of what was going on." This feeling manifested itself in several subtle ways. For example, one graduate student with whom I spoke, and he can be considered somewhat typical in terms of age, length of time in the United States, academic interest, etc., expressed a lack of interest in the extra-curricular activities program or indeed in anything outside of the courses necessary for him to acquire his degree. Upon further questioning, however, and approaching the problem from a different vein, I got quite contradictory responses from him, indicating that he had a decided interest in specific kinds of university extra-curricular activity as I described them. It developed that the student would probably be interested or would probably have been interested in these kinds of activities had he "known a way of going about getting in such things." I heard from administrative personnel as well as students so frequently the comment, "Our foreign students don't seem to be interested in any of the extra-curricular activities pro-grams," that it is worthwhile speculating to what extent the apparent lack of interest is the result of the failure of the student to find any way of becoming meaningfully associated with the activities program.

(b) I certainly do not have the data upon which to make a comparative judgment as to the study habits of foreign students and those of American students, but I can safely say that my observations of the conditions of study as well as the habits of study leave me with the impression that the foreign student groups whom I met and talked with have tended to develop sleepy study conditions as well as very irregular and spasmodic study habits. This would appear to be the case because of certain attitudes which apparently are encouraged as a result of their not having the challenge of the discipline which is more frequently found among American students who have higher levels of academic achievement.⁽⁶⁾ One rather striking factor with respect to foreign student groups which I met who lived in separate housing was the almost uniformly poor level of language achievement. It is, of course, not difficult to understand that the temptation to use one's native language far more frequently under these circumstances is overwhelming.

(d) I was also impressed with the number of times in which I heard foreign students living under these circumstances complain or at least comment upon the fact that they did not feel that they were "getting to know the American student" or getting to know America, or in some other way indicating that they were feeling the consequences of their isolation.

Advisory Service and Counseling

It was a matter of some considerable concern to realize that, on the whole, the advisory and counseling services available to foreign students are grossly inadequate, either in terms of the quality of the service or in terms of the personnel available for its performance. By and large, very few of the advisory or counseling offices are set up, for example, to deal at any length with the personal problems which foreign students have. Of course it is true that most of the universities do not have too much by way of such services for American students. However, the fact that foreign students are as far away from any alternative kinds of assistance makes the problem doubly frustrating for them. I frequently heard complaints from foreign students that certain of their problems, such as money problems, family problems, problems which friends of theirs had which in some cases resulted in nervous breakdowns or something close to it, which they felt had been ignored or insufficiently dealt with by the university officials. Typically, the foreign student advisor and his staff are quantitatively unable to deal with the volume of problems represented by the foreign student population in the campus. More unfortunately, it tends to be true that the function of the foreign student advisor is filled by a member of the staff or of the faculty who has a number of other responsibilities. Consequently, this person is only infrequently especially trained in guidance and counseling and all too often has only his general interest in foreign affairs or perhaps in foreign students as a qualification for his responsibility. As long as things are going well, a person who has this kind of will and humanistic interest in the problems of the foreign students tends to do a reasonably effective job. However, when problems develop for the foreign students either in terms of personal or academic adjustment, the part-time foreign student advisor is of very little assistance and indeed in one or two cases has been positively harmful.

It should be stressed, however, that many of those part-time foreign student advisors as well as the full-time foreign student advisors are generous, selfless individuals who are devoting long hours to a job for which many of them receive no reward whatever except the gratitude of the students with whom they work. They frequently feel very keenly the frustrations which come from their knowledge of the total inadequacy of the program for which they are theoretically responsible.

Retention

The program of retention for foreign students in the institutions which I observed seem to have certain general faults. First, the program for foreign students at any particular

institution tends to accent the differences between the American and the foreign students. The foreign students are frequently given an opportunity to demonstrate or manifest those customs, habits, etc., which the Americans consider cute, quaint or odd — international dances with the foreign students coming in their native dress, song feasts with the foreign students singing their native songs — all of which activities when taken as part of a much larger program can prove to be highly instructive as well as entertaining, but when they are all that there is in terms of a foreign student program, the effect would seem to be somewhat less salutary. Secondly, on those campuses where a great effort is made to use foreign students for off-campus speaking engagements, there is almost a universal tendency to overburden those few students whose knowledge of English and personalities are such that they make a great appeal to the groups who are interested in having foreign speakers. In addition, in discussion with foreign students, I noticed that they felt that in some cases the university planners were extraordinarily insensitive to certain feelings of dignity and pride. For example, university groups might have taken pains to ensure that collection for foreign students were not taken up in their presence or that the group might have had some prior orientation so that the questions asked the foreign guest would not be so terribly embarrassing both for the questioner and the student. Thirdly, on those campuses with large International Houses, the foreign student program tends to center almost exclusively in the International House and although frequently these programs are very well managed and with a wide variety of interesting experiences for the foreign and American students who participates, the concentration of effort and talent with respect to the I House leaves almost untouched the great bulk of the foreign student population on the campus. It must be added that the foreign students also tend to feel that the American students who participate in the activities at the International House frequently seem to be students whom they refer to as "campus rejects." Whether this is a justifiable appreciation of the situation or not, the foreign students seem to feel that the active student leaders in the ordinary extra-curricular activities program of the university are usually not involved with those activities which concern the foreign students.

Social Relations

Of course one of the greatest difficulties for the foreign students (even as it is for American students) is the means of acquiring and maintaining relatively wholesome and congenial heterosexual relationships with American students. It seems that far too frequently the dating system on the American campus is learned the hard way by the foreign students. In addition, several foreign students have expressed the opinion that their failure to find dates or their failure to find close American friends, either boys or girls, is based on some kind of race or color prejudice which they seem to have detected within the student population at a particular university. An Arab student, for example, learned that his complexion had been ascertained before he was invited to the home of an American student. A Pakistani student reported his opinion that students who "look more like Europeans" seem to have an easier time in this respect than those who do not. On nearly every campus that I visited, the foreign students with whom I spoke felt this to be the least satisfactory aspect of their experience at the college or university insofar as their extra-curricular pursuits were concerned. *"We are so kind"* ^{play} *institutions*

Student Government

On very few campuses did I find an effective liaison between, for example, the student government and the foreign student adviser. In most cases, to the extent that the student government manifested either in its structural program any interest in the foreign student program on campus, it was via the medium of a committee or a commission of a student government which almost uniformly had no real functional relationship to any other aspect of the

student government. The student government generally leaves such committees or commissions to its own devices in working out or fulfilling mandate which is given to it (even as it does for other committees or commissions related to the student government). Moreover, in this sphere, I very seldom encountered a recognition on the part of the student government leaders that the student government had any more responsibility for the integration of the foreign students on their campus than that which it was already fulfilling. Such integration was usually conceived of in terms of the operation of the foreign student adviser's office or the desk of students or some other such agency.

RECOMMENDATIONS

1. In general, the administrations of the colleges and universities which I visited have a great need to re-evaluate very carefully their foreign student program and their responsibilities toward the foreign students which they admit to their institution. It seems to me perfectly clear that a very careful re-evaluation of the over-all purposes and objectives of the admissions policies with respect to foreign students will lead to one of several conclusions. Either the university must seriously limit the number of foreign students who are coming into the university or they must take much more drastic steps to acquire the material and human resources necessary to ensure that the students' development at their campus is not left as much to chance as it seems to be at the moment. In some cases, it is extremely difficult to comprehend what the university believes it is achieving (other than some kind of prestige for the number of foreign students that they have on their campus).
2. In my judgment, housing and housing arrangements are the key to many other aspects of effective foreign student programming since it involves the most pervasive influences likely to be brought to bear on the student during his sojourn at the university. I feel that pains must be taken to ensure that foreign students spend at least their freshman year in university dormitories or in other living space with American students. Although in some cases, because of the nature of housing arrangements, this is difficult indeed, yet it seems that much more can be done to set aside blocks of rooms so that they might be occupied by foreign students within the dormitory set-up. It would not appear that the difficulty of not having these rooms filled would be serious since there would be many anxious American students waiting for those which did not become claimed after a certain date.
3. The orientation programs at most campuses need drastic overhauling. Orientation programs generally seem to have gotten highly stylized, formalized and depersonalized, whereas it would appear that the most effective orientation must to some extent be tailored to fit the particular order. In general, more must be done to acquaint the student with certain aspects of the processes of American democracy with perhaps somewhat less emphasis on forms and structures — why we do things and how we get them done. In addition, another kind of orientation is almost universally absent, and that is an orientation with respect to the university as a community rather than as a series of buildings and as a container of courses. How did it get started? Who runs the university? What kinds of student activities are there and what needs are they designed to serve? How effectively do they do the job? These are the kinds of things which would help a foreign student considerably in making a proper adjustment into the specific community in which he will have to spend the next two to four years.
4. There would seem to be a need for a great deal more discrimination in the designing and the organization of the various speakers' programs for foreign students. Although there are obvious difficulties, my conversations with foreign students would lead me to believe that it is almost worthwhile considering how audiences to which the foreign students are to speak

N.B - UCLA - Western Community Council Set-ups -
Contact - Mrs. Wilson

or groups to which he is to be presented might be given some kind of orientation in order to minimize the possibilities of mutual embarrassment and discomfort caused by crass ignorance. Far more emphasis must also be placed in the individual hospitality programs. Foreign students almost universally feel that they would like more of the experiences within American homes. Most, however, express their preference for going to homes of friends or students — people whom they know and with whom they have something in common — rather than to the homes of sincere and well-meaning persons in church groups or civic groups with whom they tend to feel a certain amount of strain and unreality in the relationships.

5. Generally the student governments of nearly all institutions which I have visited need to be overhauled in view of the responsibility which the student government structure and program are fulfilling. These are the foreign students on the campus. The question must be asked more frequently — How can we make the foreign students a more integral part of our campus life? How can they be encouraged to make their unique and invaluable contributions within the framework of the regular student activities program? How can the student government encourage a more widespread personalized interest in the welfare of foreign students at the university or college? In my own view, a great deal more can be done along these lines through the active encouragement of the faculty, for example, both on and off duty and through increased effort on the part of certain key campus groups, such as fraternity, sorority and religious groups.

Foreigner Women
Dorm. Council

Profile of the University of Missouri

My visit to the University of Missouri was marred considerably by the fact that inadequate preparations had been made for my visit. I spent more time than necessary trying to locate, for example, the President of the student body who seemed unaware of my coming, despite an exchange of correspondence for a month and a half. In discussion with Dr. Jack Matthews, Dean of Students at the University, I have concluded that there was a considerable amount of interest on the part of administrative and faculty members who, according to him, had discussed the Project at some length. There were certain questions or reservations which they had but which seemed to be cleared up on the basis of our talk. These concerned the usual problem of admissions qualifications and extra-curricular activities programming for the foreign student. Dr. Matthews seemed to indicate that he would take personal interest in seeing to it that we receive a definite commitment from the University concerning program committees and scholarship or tuition assistance.

The Foreign Student Adviser, Mr. Harry Briggs, was far less satisfactory in his description of his interests and concerns with foreign student programming at the University. It appears as though his job as Foreign Student Adviser is one of two -- the other being the administrative head of the Interfraternity and Pan-Hellenic groups on campus. This particular responsibility seems to take up the vast majority of the time which Mr. Briggs has. He seemed, however, very much interested in FSIP and expressed his willingness to "talk it up" with other members of the administration and the faculty. He himself would not be involved with the foreign student program in the coming year inasmuch as it seems he has been able to convince the administration that this is a separate job needing a full-time person. However, there is no definite commitment yet on the part of the University as to whether they will appoint a full-time Foreign Student Adviser.

It is unfortunate that the Dean of Students, Mr. J. Winston Martin, was absent at the time of my arrival. Mr. Martin had been in correspondence with me and I understood from other members of the administration and from the students that he is very interested in FSIP and is in all likelihood going to be the person responsible for foreign student advising in the coming year.

Foreign student accommodation. The University does have an International House which houses a very few of the foreign students. The vast majority live in university dormitories or in special housing outside the campus. Generally, this situation is highly unsatisfactory. In speaking with a number of foreign students, I discovered that they feel that very little attention is paid to them and their needs, either in housing or in guidance and counselling. Most of the counselling and advising, in fact, is done through the normal Academic Deans who have no particular training or background to deal with the particular problems of foreign students. The foreign students here have also tended to develop nationality clubs, primarily the Latin American and "Arab bloc." As on other campuses, such groups do not tend to have a salutary effect on campus life and make a very inadequate contribution to the wholesome development of integrative activities and substantially minimize the possibility of a favorable impact on the American student community.

Although I was not very favorably impressed with the quality of the student leadership at the University of Missouri, the program of the student government is particularly interesting and seems to indicate a grasp of the need for involving the student body in extra-curricular activities which have intellectual depth and some role in the development of leadership. The physical facilities for the student activities program are excellent. Part of the activities program includes the Cosmopolitan Club, which is composed of students from other countries as well as a small proportion of U.S. students, and this group seems to

Profile of the University of Missouri.

-2-

We very active in social, cultural programs although there is again a very small number of American's involved in the operation of this program. The present leadership of the Student Government including the President Mr. Terry Porter do not impress me with their interest or enthusiasm for the foreign leadership program. However I did have a chance to speak with other leaders of the Student Government including the newly elected President Mr. Sam Rusburn. Mr. Rusburn expressed a great deal of interest in the project and my discussion with him convinced me that he had a very wholesome approach to the problem of foreign students at the University as well as significant interest in the Foreign Leadership program as such. I had several discussions with leaders of various foreign groups at the University and was impressed with their notion of the kind of job that could be done at the University of Missouri in our project would be very significant and worthwhile. It should be mentioned that one of the most active leaders is a foreign student Mr. Van Veen Eastern a Dutch student. Mr. Van Veen is very interested in Foreign Leadership Project and has taken an active role in making the student government give serious consideration to the project and in having them formulate their approach to providing foreign assistance as well as other assistance to students who might come to the University under our project.

I do not yet feel in the position to recommend the University of Missouri for inclusion in the project. I believe that we should await further correspondence from that particularly from the Student Government President which is supposed to indicate exactly what kind of committee structure they will have for handling program and also the nature of support which the University is willing to offer for the student at the University.

Profile for the University of Oklahoma

I arrived at the University of Oklahoma unfortunately Sunday, March 11th and therefore proved impossible for the President of Student Government to schedule any meetings that day. However, I spent most of the day with the Foreign Student Advisor Mr. Harold Wrenn during which time I got a very good insight into the operation of the University as well as some of the characteristics of the administration as well as the student activities program which were helpful in assessing the institution via FSIP. On the whole the administration seems keenly interested in foreign students at the University and very anxious to provide the best facilities for their education and development at Oklahoma U. I addressed a meeting of faculty and administrative personnel during which the project was discussed in great detail. From the nature of their questions and also from their general response to the program I was convinced that they fully understood the program and the objectives and were quite prepared if the University was selected that they could do all possible to make the program a success. For example they questioned me in some detail as to exactly how the foreign students could be brought within the framework of student government structure. In addition they had several valuable suggestions to make in respect to utilization of the student for example in the student newspaper set-up both for his own training and for the enlightenment of the student body. There was also a long and very comprehensive discussion of the discrimination problem and the segregation problem. The University officials as well as the student body gave me assurance that there was no problem of discrimination or segregation at the University nor as far as they know at the town of Norman. They have had an active program over the past two years to eliminate all complaints of discriminatory practices within the University set-up. In fact they seemed rather proud of the generally liberal attitude of the

faculty administration and also the

student body.

Profile of the University - Oklahoma

student-body. The University of Oklahoma does not have an International House as such for the foreign students. Most of the foreign students live in the same kind of housing as the American students on campus. There are however several foreign nationality clubs including the Latin American clubs and the Arab Club. There is in addition a rather large Korean and Chinese population at the University. The orientation program so far at the University has been rather poor although they do see the need for development of a more effective program and are intending to institute a new program for the 56-57 year. The University of Oklahoma is very unique with respect to its foreign student program. There is an elaborate organizational structure designed expressly for the purpose of integrating the foreign student into the life of the community. This structure is characterised by a coordinator for the entire foreign student program who has working under him five sub-directors, each head of a different geographical area of concern. Under each sub-director is a student director, also responsible for that area of concern. The foreign student program committee also includes representatives of the Student Government; delegates from the inter-fraternity council, the Panhellenic Council, the press, the International Club and various others. This foreign student program is of course headed by the Academic Dean and is under the general supervision and has the active support of the President of the University. On paper this program at University of Oklahoma is designed to do precisely what we expect to do in terms of our foreign leadership project. However, full discussion with students and professors leads me to conclude that up till now the paper structure and program as outlined leave a great deal to be desired in terms of actual implementation. It seems that they have needed some further incentive to include a more active number of students or that is to activate those students who have already been assigned posts with respect to the foreign student committee. They were therefore more than happy to have the foreign leadership program for its own merits as a program but also because it would assist putting just that amount of life into their own foreign student committee which they felt was needed. Student Government. Here again structurally the organization seems almost perfect. The Student Senate is well designed to achieve its functions of providing a program for the students of Oklahoma which emphasizes a civites most calculated to contribute to the enrichment of the students' general education. Again facilities at the University are excellent for the achievement of this purpose. My judgement is that on the whole the Student Government at the University of Oklahoma is probably among the higher ranking of our American Student Government in achieving their purposes. Nevertheless, there is still a significant difference between the structure and policy of the Student Government as it is put on paper and in its actual implementation. One of the chief problems seems to be the apathy of the student body in those activities which concern the big Red. Red being the Oklahoma University football team. Nevertheless from both the quantity and the quality of the leadership which I met at the University one can say that the developments are encouraging. A communication has recently been received from the Chairman of the Foreign Student Program at the University of Oklahoma indicating that they are prepared to offer any student which is named by our Board of Advisors a full room and board scholarship and a tuition scholarship as well. Student Leaders The student leader with whom I was most actively associated with during my stay at the University was Jim Johnson, the President of the Senate. Jim struck me as being a very intelligent and interested student. However, with a somewhat superficial grasp of the meaning and importance of student activities generally.

Garrison

Garland Garrison - President of the Oklahoma University Student Senate made known to me his interest in the Foreign Leadership Project although in an attempt to discuss this project itself, I did not have the feeling that he very well understood its nature or the structure of the project as we had outlined it in our communications to the University. I did not have an opportunity to speak with Garrison at great length but I have some reservations as to his seriousness of purpose and his interest in USA AND THE Student Activities Program generally. He strikes me as being very close to his desire to "get places and see people".

Profile of the University - Oklahoma

Sid Nelson is a Sophomore and has just recently been elected President of the Student Senate at the University of Oklahoma. I had several long conversations with him and was very much taken with his sincerity and his analysis of the needs of Student Government at the University of Oklahoma. He quickly grasped the significance of the Foreign Leadership Project and hoped that he would be in the position to aid in its development and implementation at the University of Oklahoma. Fortunately he is subsequently been elected President of the Student Council and if the University is elected by the Board of Advisors I am certain that Sid Nelson will be an extremely valuable asset at that institution. Though young he has a certain amount of maturity, seriousness of purpose, and stability which I think indicate that he would be of great service to NEF in terms and/or international responsibility.

Max Copeland is Chairman of the Foreign Student Program and probably one of the most industrious persons I have met in my whole trip. He has had a longstanding interest in the foreign students at the University and seems to be very widely respected by them. Several students at the University from different national backgrounds expressed the opinion that Max had a deeper understanding of foreign students and had shown more ability to work with them including administrative personnel. I feel somewhat at a loss to explain this bias much as I found Copeland a very sincere and well meaning student but lacking almost completely in intellectual depth, and manifested a certain personal insecurity and emotional imbalance which is disquieting in view of the large responsibility that he has. However, bias much as the chief responsibility for the development of the program as it now stands at the University will be that of the Student Government President namely Sid Nelson and Max for the most part will act under his instructions. I feel certain that the legwork that Max can do under the guidance of a person of greater mental stature guarantees pretty much the success of the program at the University of Oklahoma, and I strongly recommend its continuation.

Profile of Kansas State Teachers College

In discussion with members of the administration at Kansas State Teachers College in Pittsberg, I was left with the impression that although they are exceedingly anxious, at least in terms of the faculty, to increase their foreign student population, they have as yet no clear notion of what they will do with foreign students once they arrive on campus. The Foreign Student Adviser, Dr. Jane Carroll, is a very interested woman, but I think with very modest talents with respect to dealing with foreign students. I also spoke with the Dean of Students and with members of the faculty, such as Dr. Noble and Dr. Parker of the Sociology Department. All of them expressed mild interest in the Project and hoped that a foreign student could be brought to the campus but beyond that had few constructive notions as to what benefit the foreign students could be to the campus or vice versa. I also had the somewhat unique opportunity at Kansas State Teachers College of a discussion with the President of the College. Dr. Hughes was very cordial and expressed interest in the Project, but I gathered as a result of our conversation that a good deal more would have to be done in order to elicit any real enthusiasm from him. I later discovered from discussions with other members of the faculty and from students that he has a very conservative approach to certain problems on the campus including racial integration, which I think would tend to make it difficult for us to schedule foreign student programming there. It is true, for example, that negro students at the campus can eat or drink nowhere in Pittsberg outside of a very small and inadequate negro district. Soda fountains directly across the street from the Student Union Building, for example, refuse to serve negro clients.

Student Government. On the whole, it is safe to say that the student government at the Kansas State Teachers College is underdeveloped. The leadership is generally poor and the President of the Student Government for this year, Mr. Ed Cooley, struck me as being probably the least qualified to hold that position of all the students that I met at the College. He is rather rough and ready, with a very inadequate grasp of student government problems in general and has little or no appreciation of the role or possibilities for foreign students on the campus. I attended a meeting in which he, as a representative of the student government, was participating. The meeting was to discuss the kind of public attractions which the College would sponsor in the city of Pittsberg. His contributions to the meeting were for the most part very rude and unconstructive snubblings during the course of somebody else's speech. In sum, his approach to leadership within the student body at the College is very reminiscent of the leadership approach of the head of one of our poorer labor unions.

There is no foreign student program to speak of at the College nor inasmuch as there are only about six foreign students there. There are of course no special facilities, and there is no International Club which seems specifically concerned with the interests of foreign students.

On the whole, I could say that a foreign student at Kansas State Teachers College might possibly do a great deal for the students at the College. But it is hardly likely that they could contribute very much in terms of leadership training for the student himself. Their own student government and student activities program is as yet too embryonic for an outsider to gain very much from it. About the only student at the College whom I felt possessed any remarkable leadership qualities and who seemed to have a grasp of the National Student Association and the Foreign Student Leadership Project is Sue Hirsch who, in addition to being a member of the student government at Kansas State Teachers College, has also been a regional officer of NSA. She seems to be intelligent and efficient and active in several of the extra-curricular activities at Kansas State Teachers College. However, she was one of the more serious critics of the quality of leadership at Kansas State Teachers College as well as the absence of enthusiasm on the part of the administration for this and similar projects. Unfortunately, Sue herself is leaving the College this semester.

Kansas State Teachers College

-2-

I recommend that we do not include Kansas State Teachers College in the Foreign Student Leadership Project for this year. However, I also recommend that our response to them give them some encouragement for inclusion in another year. Hopefully, this will inspire greater activity on the part of those interested in effective student government.